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ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in the catering industry. It is designed for use with a variety of levels of learners (secondary, postsecondary, adult) in both school and non-school educational settings. Focusing on two levels of employment, food caterer assistant (I) and food caterer (II), thirteen level I and eight level II competencies are listed along with corresponding student behavioral objectives, teaching strategies, and teaching resources, (books, charts, visuals). In an assessment section, pre- and posttests and a performance instrument for each level are included, with answer keys. Provided in the appendix are 206 learner information sheets (work sheets, fact sheets, forms) and 139 teacher information sheets (activity sheets, fact sheets) each referenced to specific teaching strategies in this module. A separate resource section lists books, curriculum materials, pamphlets, films, filmstrips, slides, charts, learning packages, and catalogs. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

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ED155385

OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

CATERING SERVICES

Competency Based Teaching Module

U.S. DEPARTMENT OF HEALTH,
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This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

CARE AND INDEPENDENT LIVING SERVICES FOR AGING
CATERING SERVICES
CLOTHING ALTERATIONS
CONSUMER SERVICES
FABRICS AND TEXTILES MERCHANDISING
FAST FOOD SERVICES
FURNISHINGS AND HOUSING MAINTENANCE SERVICES
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FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers -- family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

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We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

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This module was developed
to be used in conjunction
with the module, Securing
Employment in Home
Economics Occupations.

INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

Care and Independent Living Services for the Aging
Fabric and Textiles Merchandising
Clothing Alterations
Fast Food Services
Catering Services
Furnishings and Housing Maintenance Services
Window Treatment Services
Housing Management Services
Consumer Services
Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which *Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment* was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

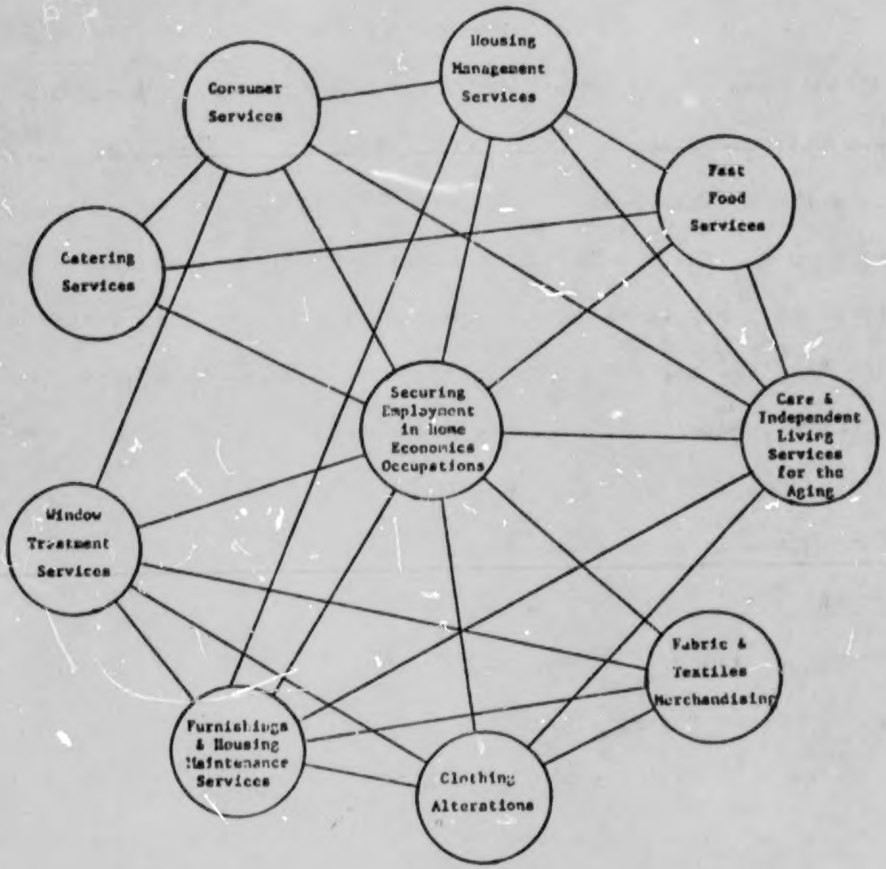
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders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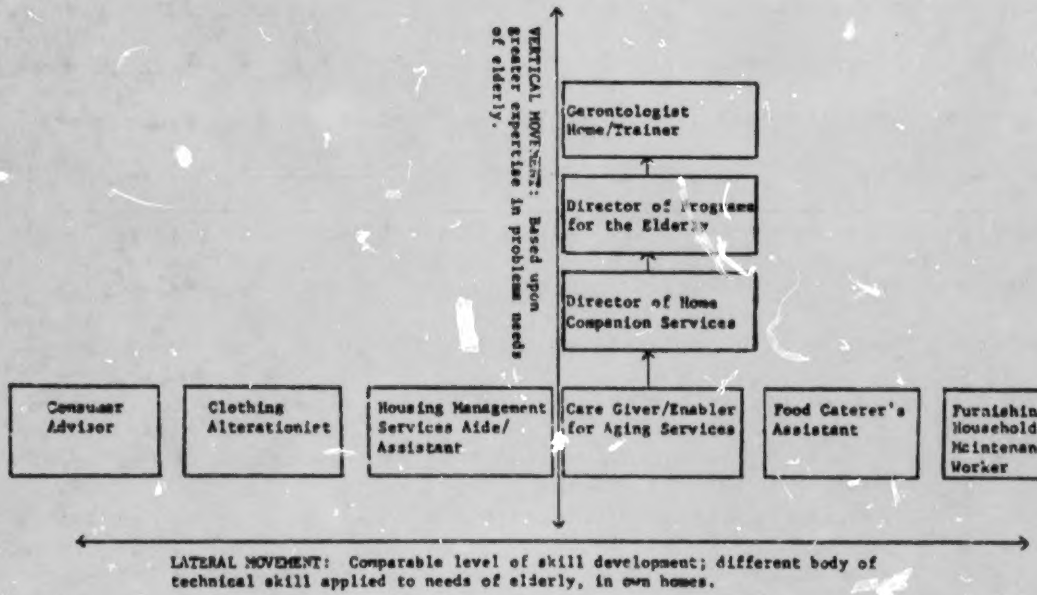
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problem needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/ Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

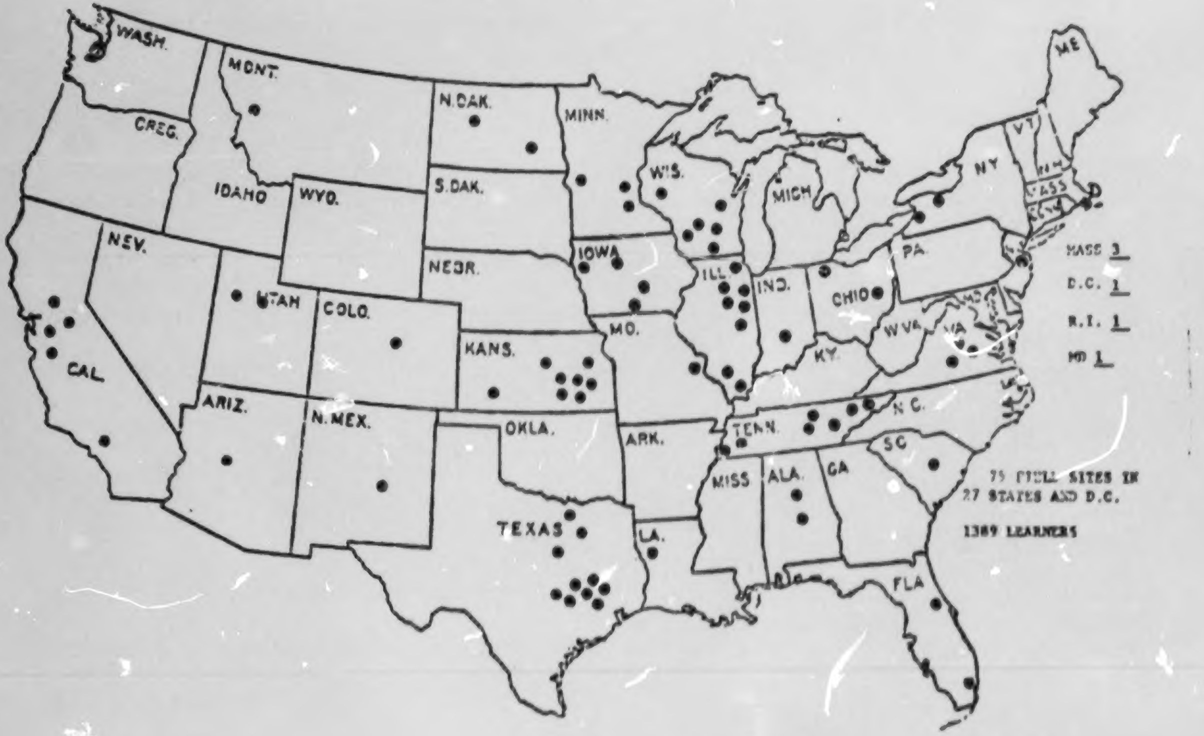
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites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FLA
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75 FIELD SITES IN
27 STATES AND D.C.
1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research ~~design and~~ conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample t test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

References

American Home Economics Association. *Career ladders and lattices in home economics related areas: Possibilities for upgrading household employment*. Washington, D. C.: Author, 1971.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook*, 1974-75(Bulletin #1785). Washington, D. C.: Author, 1974.

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RATIONALE

Catering is an occupational area which offers a wide variety of employment opportunities. The Department of Labor does not offer employment data on an identifiable category of catering; however, it is known that the field is a rapidly expanding one (Splaver, 1975). The demand for competent workers is expected to continue to exist and possibly to show a steady rise in the next decade. This increasing demand will be due to higher family incomes, a population increase, the entrance of more women into the labor force, and the changing life style of society which has brought about greater patronage of food service establishments. Additional openings also will occur as workers are replaced due to death, retirement, promotions, transfers, and general mobility trends.

Catering is only one of the large and diverse groups of occupations available in the food service industry. The similarity of the functions and operations of catering services to other food service gives personnel the potential of working not only in other catering establishments, but also of transferring to other food service related occupations. The training received in catering will be useful throughout life in securing employment in a variety of settings, e.g., restaurants, resorts, school food service programs, nutrition programs for the elderly, child care development centers, and older American service centers. And too, this training can easily be applied to the home setting. The skills acquired in catering allow the worker to find employment in various geographical locations, to secure either permanent or part-time employment to supplement income, to acquire training which can be easily adapted to other areas, and to advance to upper level positions or to ownership.

Currently, much of the available training in catering is being offered in on-the-job programs. Also, many workers have gained experience through self-taught amateur catering. However, with today's increasing emphasis on adequate occupational training, the demand for saleable skills, and the high level of specialty training needed by the successful caterer suggest that a proposal which offers both formal education and job-related training is beneficial to both potential catering employees and to management. Developed curricular and occupational-related training programs can serve a valuable purpose in orienting learners to the catering field, the world of work, and provide the training needed to insure advancement in the field.

Different kinds of food service establishments have been developed to meet the needs of people. Food catering satisfies a growing need for food service establishments that supply food and various other services for family type gatherings as a convenience or a necessity in today's fast-paced life. Since catering services emphasize meeting the customers' wants and needs, it is especially suited to people who have a genuine interest in working on a personal basis with people.

JOB DESCRIPTION

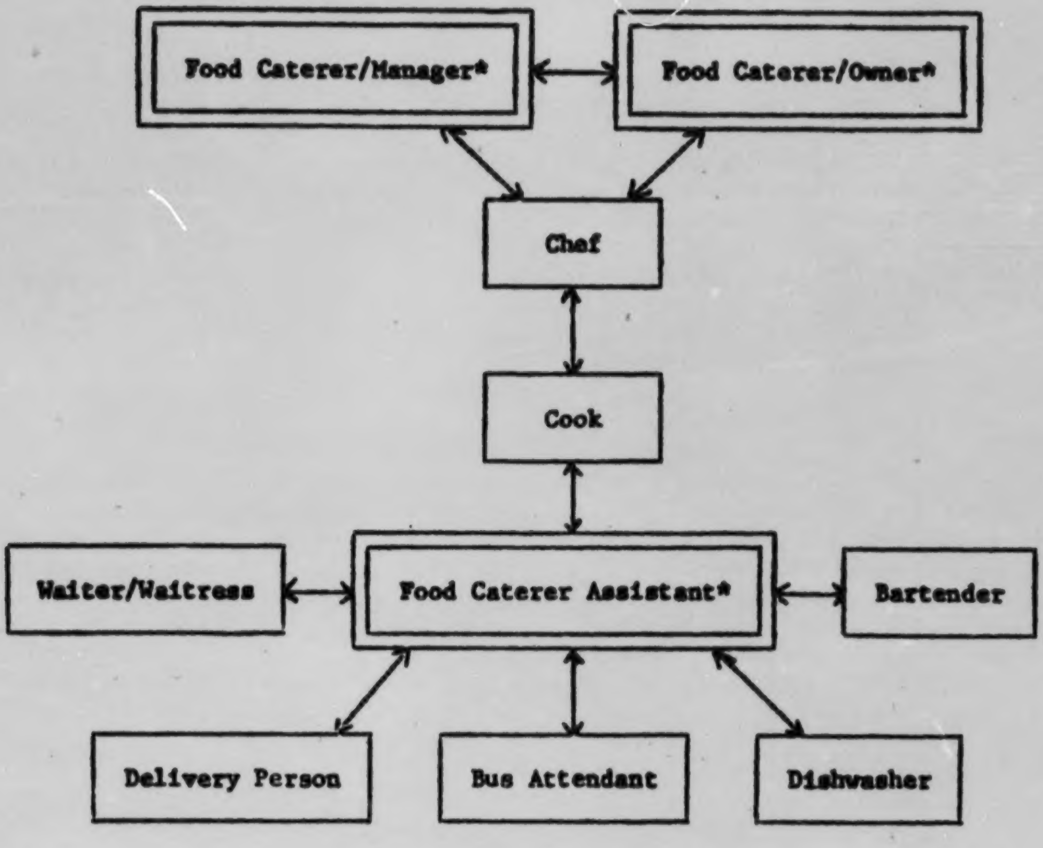
The catering industry comprises a wide variety of units, and the responsibilities and tasks performed by the catering employee vary according to the size, location, and service offered by the organization. The most frequently used title for the entry level catering worker is food caterer assistant. The food caterer performs managerial tasks and usually is an expert in specialty food preparation.

The job tasks for the food caterer assistant are to: prepare and serve food and refreshments at family-related affairs such as social functions in the home, weddings, showers, and luncheons; arrange tables and decorations, clean up and pack food, and transport food.

The job tasks for the food caterer are to: book and plan family-related affairs where food is served such as social functions in the home, weddings, showers and luncheons; prepare food for affairs, arrange for equipment and decorations, and supervise clean up and transportation of food.

FOOD MANAGEMENT, PRODUCTION, AND SERVICE LADDER[1]

CATERING SERVICES


Food Caterer/Manager*
Food Caterer/Owner*
Chef
Cook
Waiter/Waitress
Food Caterer Assistant*
Bartender
Delivery Person
Bus Attendant
Dishwasher

* FOCUS OF THIS MODULE

Adapted from:

[1] American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading employment. Washington, D. C.: Author, 1971.

DIRECTIONS TO TEACHERS

Definitions for Module Components

The following list of definitions and explanations were agreed upon by the project staff for use with the modules:

> A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.
>
> An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.
>
> Strategy statements include the learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objective.

How to Use

This module presents a competency based curriculum for preparing skilled persons for two levels of catering employment. The competencies developed have been limited to those needed in family oriented catering employment. Large scale catering such as vending, institutional, etc. have not been considered in this module. Level I has been developed for those learners entering the program at the entry level, and Level II has been designed for learners who have mastered Level I skills either in this program or through previous work experiences. Level II is directed more to the development of managerial competencies needed by the food caterer.

The project personnel recognize that, to be an effective worker or employee, more is required than actual task-related competencies for a job; thus, the Securing Employment module has been developed to supplement this module. The Securing Employment module contains those competencies necessary to finding employment, maintaining effective interpersonal relations on the job, and facilitating other employment competencies.

The Catering Services module was developed to meet a recognized need in the area of occupational home economics curricula. It is designed for use by teachers as opposed to use by learners. It is unique in that there is very little or no other curricula available for this particular job title. It is one of ten modules developed by this project. The job titles of the other modules can be found in the section titled Areas Needing Development.

This module is designed to be used with a variety of levels of learners (secondary, post-secondary, adult) in both school and non-school educational settings. This ungraded concept allows for wider application and use of the modules and is focused on the job itself regardless of the worker.

Although catering establishments in some form are available in most geographical locations, documentation of the need for a training program in a specific locale is an essential step in the establishment of a program that capitalizes on community resources and relates trainee potential to realistic manpower needs. Before teaching this module, a community survey should be administered to document available employment opportunities for catering services. An advisory committee should also be consulted before implementing a new program to insure community and industry acceptance and involvement in the catering educational program. The committee selected should be broadly based; however, the size and composition of the committee will depend upon the nature of the community in which the instructional program is being offered. Materials are available on these subjects should you wish to obtain more information. State supervisors, vocational directors, and/or teacher education institutions should be able to provide such guidance and direction if needed.

The competencies for this module were discerned from a task inventory framework. Competencies required for the Catering Services job title as well as the objectives necessary to acquire these competencies are contained in this module. Enough objectives have been stated to allow for successful accomplishment of each competency. The content for the module has been suggested in various strategies and in the learner and teacher information sheets.

In keeping with the nature of competency based curriculum, no time period or sequential order is suggested for presenting the module materials. The suggested learning experiences should be selected and implemented according to the instructional needs of the learners and the teaching situation.

The module is developed so that the teacher may select activities for either group or individualized instruction. To facilitate different learning situations, a variety of strategies and resources have been included for each objective. The teacher should implement these according to specific instructional needs, the availability of suggested resource materials, and the learning levels and abilities of individuals enrolled in the program. In designing the program, the teacher is urged to make every effort to plan for facilities, curricula, etc. that are appropriate to learners with special needs, such as the handicapped, disadvantaged, gifted, and potential drop-out.

Suggested teaching strategies are found opposite the objective they have been designed for in the four-column format of the module. Enough strategy options have been included to enhance the chances of even the slowest learner attaining the objective. Insofar as possible for a given objective, strategies have been included which provide for learning to take place through each of the senses. They are included in such a way that the teacher may choose those most appropriate or applicable to the situation. It is not suggested that the teacher will need to use all strategies to help learners reach competency. The strategies require materials that are generally available to occupational teachers.

The References and Resources column lists those materials that would be helpful to the teacher in presenting the material. Since only limited resources are available that deal directly with the catering industry, other related food service references have been listed. In using these materials, the teacher should make every effort to relate the content to catering and the food caterer. References and resources are listed directly across from the suggested teaching strategy with which they are to be used. Each item is numbered and can be found in the References and Resources section at the back of the module. Addresses, order numbers, and purchase prices have been included in the citation wherever possible to facilitate teacher acquisition of the materials. This information is usually included in parenthesis after the item's title.

Learner information sheets developed or adapted specifically for use with this module are located in Appendix A of the module. These have been printed on white paper to facilitate the reproduction of these pages for the learners.

Teacher information sheets are included in Appendix B of the module. These were developed specifically for the module in cases where the needed information was not readily available or easily accessible to teachers.

Each learner and teacher information sheet has the appendix section, accompanying strategy number, and level number identified in the upper right hand corner. This should facilitate the teacher in locating, sorting, distributing, and storing these items. When an information sheet must be used for many strategies, it will be located in the appendices according to the first strategy in which it is suggested. For these items, the term "multiple" will appear instead of the strategy number.

In order to train competent catering employees who are able to function in the food service industry and also lead satisfactory personal lives, it is important that work experience be included as an integral part of this curriculum. When possible the learner should be provided an opportunity to work in regular food service employment and to become involved in the full spectrum of responsibilities needed for a particular job. While brief periods of observation and class simulation contribute to effective instruction, these cannot replace on-the-job experiences. A primary criteria in selecting a suitable work experience site is that it should offer a more realistic job situation than can be simulated within the classroom; it should help create a sense of responsibility toward future employment; and it should enhance productivity and speed as well as develop and improve the competencies which a qualified catering employee must possess. Work experiences have been suggested throughout the module; these may be adapted to the local situation.

Adequate space and facilities are essential for effective training in the catering program. Facilities should be flexible in arrangement of space and equipment and should allow opportunity for a wide variety of learning experiences. The teacher should make every effort to see that occupationally-oriented laboratories rather than traditional laboratories are provided. The laboratory and work experience facilities must also meet local, state, and federal health and safety requirements, as well as Environmental Protection Ordinances. Occupational Safety and Health Administration requirements, sanitary practices, and other food service regulations will vary in different parts of the country. Those applicable to specific locations should be incorporated in facility planning and laboratory learning experiences.

Field trips and observations are recommended to provide learners with relevant learning related to food service skills and employment opportunities. These have been suggested throughout the module. When possible these should be made at catering establishments; however, if community facilities are limited these may be made at other food service establishments.

Youth organizations have been found to be a vital component of successful home economics related occupational programs. It is recommended that FHA, HERO, and other food service organizations be included as a part of the program as avenues for additional types of experiences that will be beneficial to the learners.

Assessment

Evaluation is essential in diagnosing learner's needs and determining the effectiveness of a program. This module includes several assessment instruments. Included in the Assessment section are a pre/post cognitive and performance instrument. The assessment instruments have been placed on white paper to aid in duplication for learners.

The pretest should be administered before any teaching of content takes place. Once the tests are scored, the teacher should determine if there are any objectives for which the learners have displayed competence. These objectives need not be taught. The posttest should be administered upon completion of the module.

The pre/post instrument key is located in the Assessment section of this module. The objective each item covers and the correct answer are listed next to the item number on the key. Directions and scoring criteria have been included for the performance instrument.

For those learners who have reading problems, the teacher should read the test questions aloud to them. The pre/post assessment may also be recorded for the blind or slow learner and translated for non-English speaking learners. Every attempt should be made to fairly and accurately assess each learner's competence.

LIST OF COMPETENCIES

Level I

Page

The learners will be able to:

1 examine the organizational and instructional procedures of the course. 150
2 identify various components of the catering industry including employment opportunities. 154
3 recognize need for appropriate worker attitudes and behavior. 158
4 perform catering duties following safety rules and regulations. 162
5 utilize sanitation measures in handling foods. 170
6 demonstrate essential personal hygiene practices, 186
7 demonstrate the use and care of catering equipment. 190
8 apply procedures for maintaining quality of transported and stored food. 196
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. 202
10 demonstrate procedures for preparing entrees and side dishes. 220
11 demonstrate procedures for preparing desserts and beverages. 232
12 demonstrate skill in the service of food and arrangement of facilities. 240
13 assume the responsibilities of a food caterer assistant. 256

Level II

The learners will be able to:

1 examine the organizational and instructional procedures of the course. 260
2 interpret personal hygiene practices and sanitation and safety regulations. 264
3 demonstrate skill in planning and production of food for a catered function. 276

Page

The learners will be able to:

4 demonstrate skill in booking catered functions. 318

5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for a catered affair. 330

6 demonstrate skill in supervision of employees. 344

7 utilize administration practices in management of catered functions. 356

8 assume the responsibilities of a food caterer. 370

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instrument

Cognitive pre/post assessments are included to determine the level of competency of the learner. The pre assessment should be given prior to instruction. The teacher should provide answer sheets for the learners so that scoring will be easier and the necessity for constant duplicating will be eliminated. Using the scores from the pre assessment, the teacher should determine the strategies and resources in the module that are needed to aid learners in reaching the competency.

The post assessment instrument is identical to the pre assessment instrument except the items are presented in a different order. The post assessment should be given after completion of the module to determine how effective the module was in helping the learner reach the competency level.

The pre/post assessment instruments can be recorded on tapes, cassettes, or braille for use by those learners who are blind. The teacher may resort to reading the questions aloud or translating them into the various languages needed for the special learners. The pre/post assessment instruments are printed on white paper to assist in reproduction.

KEY FOR PRE ASSESSMENT INSTRUMENT

LEVEL I

Item	Answer	Objective	Item	Answer	Objective
1.	c	1.1	23.	d	5.5
2.	a	1.2	24.	c	5.6
3.	b	2.1	25.	c	5.7
4.	b	2.1	26.	b	5.8
5.	a	2.2	27.	d	5.8
6.	c	2.3	28.	a	5.9
7.	c	3.1	29.	a	5.10
8.	c	3.2	30.	d	6.1
9.	d	3.2	31.	b	6.1
10.	c	4.1	32.	b	6.2
11.	a	4.1	33.	c	7.1
12.	d	4.2	34.	a	7.1
13.	b	4.3	35.	b	7.2
14.	c	4.3	36.	a	7.2
15.	c	4.4	37.	b	7.3
16.	b	4.4	38.	b	7.4
17.	d	4.5	39.	a	8.1
18.	d	5.1	40.	b	8.2
19.	d	5.2	41.	b	8.2
20.	b	5.2	42.	c	8.3
21.	a	5.3	43.	d	8.4
22.	a	5.4	44.	a	8.5

KEY FOR PRE ASSESSMENT INSTRUMENT, LEVEL I (Cont'd)

Item	Answer	Objective
45.	a	9.1
46.	c	9.2
47.	d	9.3
48.	c	9.4
49.	b	9.5
50.	a	9.5
51.	c	9.6
52.	d	9.7
53.	d	9.8
54.	b	9.9
55.	a	9.10
56.	b	9.10
57.	d	10.1
58.	c	10.1
59.	b	10.2
60.	d	10.3
61.	a	10.4
62.	b	10.5
63.	b	10.6
64.	a	10.6
65.	b	10.7
66.	a	11.1
67.	c	11.2
68.	c	11.3
69.	d	11.4
70.	a	11.5
71.	b	12.1
72.	b	12.2
73.	a	12.3
74.	d	12.4
75.	b	12.5
76.	b	12.6
77.	a	8.1
78.	c	8.2

CATERING SERVICES

PRE ASSESSMENT INSTRUMENT

LEVEL I

Directions: Select the one best answer and record it on a separate answer sheet.

1. To be a successful caterer the learner
   a. needs little formal training.
   b. is better off with no training.
   c. needs a good background in food service behavior, attitude and skill.
   d. is able to get needed training and experience while employed as a caterer.

2. Generally, to be successful in a training program the learner must
   a. be willing to learn.
   b. have a high intelligence.
   c. be well-liked by teacher and classmates.
   d. have previous knowledge of the field to be studied.

3. The term that describes a kind of catering business is
   a. automat.
   b. accommodator.
   c. contract feeder.
   d. assembly unit.

4. A family oriented food caterer service would usually be most appropriate for a
   a. hospital food program.
   b. meals-on-wheels program.
   c. school lunch program.
   d. vending machine contract.

5. A major role of the food caterer is to provide
   a. specialized food service.
   b. large quantity food service.
   c. limited menu selections.
   d. low-cost menu selections.

6. Many food service trained persons are able to establish their own catering business because
   a. there is little competition in the field.
   b. it is an easy field.
   c. minimum overhead is needed.
   d. the field is not highly regulated by government agencies.

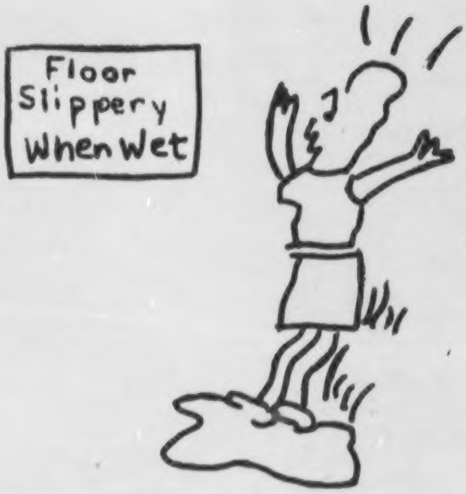
7. **John:** A very good cook, but doesn't have a "head" for business.
Mary: Very attractive, but isn't able to communicate well.
Joan: An average cook, is willing to learn, but isn't very attractive.
Bob: Very likable, has a "way with people," but doesn't complete jobs.

Of the workers described above, the one who seems to have the attitudes and characteristics which illustrate the most potential for becoming a successful caterer is
a. John.
b. Mary.
c. Joan.
d. Bob.

8. The personal work habit of a caterer assistant listed below which would tend to cause the most DISSATISFACTION from the employer and/or client is
a. being occasionally tardy.
b. talking while working in the kitchen.
c. preparing poor quality food.
d. making minor mistakes.

9. When you make a mistake you should
a. try to correct it without telling anyone.
b. hope that it won't be noticed.
c. tell a fellow worker.
d. report it to your supervisor.

10.



To avoid an accident such as the one above, the worker should
a. watch where she is going.
b. read the sign.
c. clean up spills immediately.
d. warn others that the floor is slippery.

11. Handles of cooking equipment should be turned
    a. away from the aisle.
    b. toward the front of the range.
    c. away from other burners.
    d. toward the aisle.

12. A good procedure to follow when lifting heavy items is to
    a. spread legs and lift straight up using back muscles.
    b. bend back and lift object.
    c. hold object away from body and lift up.
    d. bend knees and lift by pushing with leg muscles.

13. The first procedure to follow in case of a fire is to
    a. leave the building immediately.
    b. give a fire alarm and follow emergency procedures.
    c. attempt to save expensive equipment before the fire gets bad.
    d. attempt to get everyone out of the building.

14. A deep fat fryer fire has broken out in the kitchen. You should extinguish it by
    a. using a pressurized water extinguisher.
    b. dashing water or putting a wet towel on it.
    c. using a dry chemical foam extinguisher.
    d. smothering it with salt or soda.

15. A fellow worker is in shock from heat exhaustion. The first thing you should do is
    a. elevate the worker's legs.
    b. give the worker fluids to drink.
    c. have the worker lie down in a ventilated place.
    d. loosen the worker's clothes.

16. A fellow worker gets cut with a French knife. Blood is spurting freely from the wound. The first thing you should do is to
    a. call a doctor.
    b. cover the wound and apply pressure.
    c. apply a tourniquet.
    d. put medicine on the wound and bandage it.

17. The best procedure to follow in cleaning electrical equipment is to
    a. cut off equipment before cleaning.
    b. leave equipment on while cleaning.
    c. remove fuse from switch box before cleaning equipment.
    d. shut off switch and pull plug before cleaning equipment

18. The major reason for enforcement of sanitation rules and regulations by local and federal agencies is to
    a. protect the food service operator.
    b. provide data in the study of food borne diseases.
    c. protect the food service worker.
    d. protect the public.

19. Bacterial growth is enhanced by
    a. carbohydrates on which to feed and grow.
    b. living cells in which to grow.
    c. high temperature, light, and dampness.
    d. food, moisture, and favorable temperature.

20. The following food handling procedure which is most likely to lead to food contamination is
    a. storing potatoes, onions, and bananas out of the refrigerator.
    b. keeping cream-filled pastries on display.
    c. refrigerating ham sandwiches.
    d. keeping leftovers for later use.

21. To prevent contamination when cutting or slicing food, the worker should be sure to cut
    a. on a non-porous board.
    b. on a wooden board.
    c. with a steel blade knife.
    d. with a knife which has been soaked in a sanitizing solution.

22. One of the most practical ways that a catering employee can help prevent the spread of food-borne diseases is by
    a. washing hands correctly.
    b. using a disinfectant.
    c. wearing hair up.
    d. wearing rubber gloves.

23. Items which may be handwashed together are
    a. silver and china.
    b. glasses and silver.
    c. plates and silver.
    d. pots and pans.

24. Of the three factors needed in cleaning utensils and equipment, the one most often neglected is the use of
    a. hot water.
    b. detergent.
    c. friction.
    d. disinfectant.

25. to promote cleanliness, inside waste disposal containers should usually be
    a. closed tightly immediately after washing.
    b. sprayed with a disinfectant after each use.
    c. lined with appropriate materials.
    d. washed several times a day.

26. Cockroaches breed best in
    a. moist, warm, and well lighted locations.
    b. warm, dark, and well protected locations.
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  a. clean, attractive clothing.
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  a. 1/4, 2/3, 3/4, and 1 cup measures.
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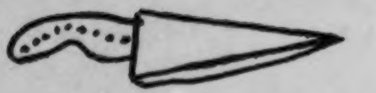

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a. thawed meat after it has been cooked.
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a. potatoes.
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44. In catering an off-premise affair where hot food is to be served, it is best to transport the hot food items in
a. insulated food carriers.
b. china boxes or racks.
c. food racks.
d. steel carriers.

45. The parts of a salad are the
a. base, body, dressing, garnish.
b. body, filling, dressing, garnish.
c. appetizer, tossed, molded.
d. dressing and garnish.

46. The ingredient used to make most molded salads is
a. flour.
b. custard.
c. gelatin.
d. roux.

47. Some cooks suggest tearing salad greens to
a. save time.
b. prevent contamination.
c. keep them crisp.
d. reduce browning.

48. The ingredient that is used in a permanent emulsion French dressing is
a. shortening.
b. flour.
c. egg.
d. gelatin.

49. The main purpose of a garnish is to add
a. flavor.
b. eye appeal.
c. taste.
d. nutrients.

50. The most suitable garnishment for a seafood dish would be
a. lemon wedge.
b. mint leaf.
c. applesauce.
d. olives and radishes.

51. A cocktail is defined as
   a. toasted or plain bread, spread with a rich savory paste or butter, cut in various shapes, and highly decorated.
   b. small portions of highly seasoned foods.
   c. chilled juice, fruits, or vegetables usually served in small glasses
   d. rich, creamy soup.

52. The main difference between hors d'oeuvres and canapes is
   a. the temperature at which they are served.
   b. the shapes in which they are cut.
   c. a bread base is used for canapes.
   d. a spread is used for the canapes.

53. One of the basic sandwich types is
   a. submarine.
   b. appetizer.
   c. petits fours.
   d. open face.

54. In sandwich making all of the following are acceptable sandwich making procedures EXCEPT
   a. placing the bread on a damp towel before spreading.
   b. using three day old bread.
   c. spreading the bread with soft butter.
   d. trimming the crust from the bread.

55. Stock is a
   a. thin liquid which results from boiling meat or meat bones.
   b. soup made from beet juice, meat, and seasoning.
   c. cream soup.
   d. soup served with cheese and crackers.

56. To clarify soup you need
   a. bread crumbs, cheese cloth, and high heat.
   b. protein, an acid, and finely chopped vegetables.
   c. boiling water, a colander, and wooden spoon.
   d. flour, shortening, and a sieve.

57. Of the following cooking methods, the three which are dry heat cooking methods are
   a. braising, steaming, and stewing.
   b. sauteing, frying, and grilling.
   c. deep fat frying, cooking in liquid, and browning.
   d. roasting, broiling, and pan broiling.

58.

Buttered Peas

Approx. yield:
25 servings

Ingredients:
- 5 lbs. peas, frozen
  water to cover, boiling
- 1 tbsp. salt
- 4 oz. butter
- 1 tbsp. sugar

Procedure:
1. Thaw, place the peas in a sauce pan and cover with boiling water.
2. Add the salt and simmer until tender.
3. Drain off any excess liquid. Add the butter and sugar and serve.

In preparing the standardized recipe above, the first step would be to
a. gather the ingredients.
b. weigh or measure all ingredients.
c. read the recipe through.
d. prepare the ingredients according to the instructions.

59. All of the following qualities make a meat more palatable EXCEPT
a. color.
b. aging.
c. marbling.
d. weight.

60. Of the following methods, the one recommended for preparing a prime ribeye steak is
a. braising.
b. baking.
c. roasting.
d. broiling.

61. A casserole is
a. a combination of food items baked in a special dish.
b. fruits stewed in a syrup or a mixture of assorted stewed fruits.
c. a spicy or pungent relish.
d. a clear, strong flavored soup.

62. The food item below which is a vegetable is
a. kumquat.
b. parsnip.
c. anchovy.
d. venison.

63. The most important consideration in preparing vegetables is to
a. cook in correct size pot.
b. avoid overcooking.
c. garnish them properly.
d. add seasoning last.

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In the recipe above, the main reason for using boiling water is to
a. prevent the skin from toughening.
b. thaw the peas.
c. prepare a sauce with the sugar and butter.
d. prevent overcooking.

65. To allow yeast dough to rise until it is double in bulk is called
a. kneading.
b. proofing.
c. punching.
d. ventilating.

66. One of the basic dessert types is
a. pastry.
b. danish.
c. candy.
d. sauces.

67. When preparing pie crust, the best flour to use is
a. cake flour.
b. bread flour.
c. pastry flour.
d. all purpose flour.

68. Most cakes fail because of improper
a. ingredients.
b. measuring.
c. mixing.
d. baking.

69. In planning for a catered affair where the hostess has not determined the nature of the guests, the best beverage to serve will probably be
a. coffee and tea.
b. milk drinks.
c. wine.
d. non-alcoholic punch.

70. The quality of coffee usually begins to deteriorate
a. about ten minutes after the brewing process ends.
b. immediately after brewing stops.
c. after it is poured into the cup.
d. after several hours.

71. One DISADVANTAGE of buffet service is that
a. guests must serve their own plate.
b. it is difficult to control portions.
c. more silver and china are needed.
d. more employees are needed to serve meal.

72. In table service, a cover is
a. an admission charge.
b. 18-20 inches of table space.
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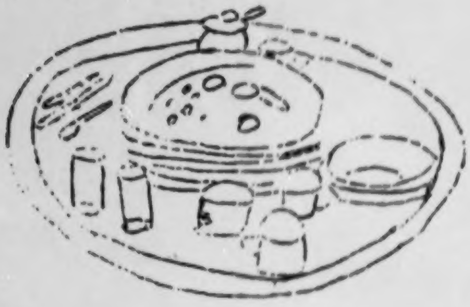

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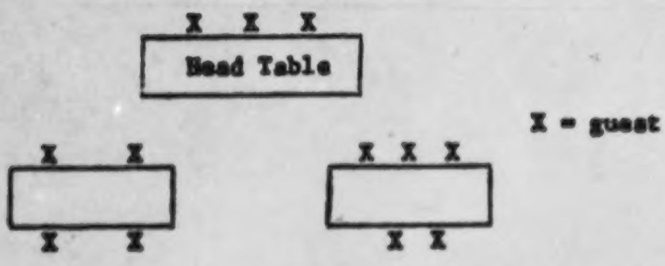

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a. the same number of guests are not seated at each table.
b. some guests are seated with backs to the head table.
c. there should not be a head table.
d. guests should not be sitting at the head table.

77. In contracting an on-premise catered function, the event
a. is held at the site of the catering business.
b. is held at the client's home.
c. is held at a rented location.
d. requires that food be transported to the client.

78. A high evaluation received as the result of a training program in catering services usually means the learner will
a. definitely be a success in future endeavors.
b. be more competent than the majority of caterers presently in the catering business.
c. have a better chance at being successful in the catering business because of the competency developed.
d. be over-trained for a position as a caterer assistant.

Key for Post Assessment Instrument

Level I

Item	Answer	Objective	Item	Answer	Objective
1.	a	1.2	23.	b	5.8
2.	b	2.1	24.	a	5.9
3.	b	2.1	25.	a	5.10
4.	c	1.1	26.	a	5.4
5.	c	2.3	27.	d	5.5
6.	a	2.2	28.	c	5.6
7.	c	3.1	29.	c	5.7
8.	d	3.2	30.	b	6.1
9.	c	4.1	31.	d	6.1
10.	a	4.1	32.	b	6.2
11.	c	3.2	33.	b	7.2
12.	d	4.2	34.	a	7.2
13.	c	4.3	35.	b	7.3
14.	c	4.4	36.	b	7.4
15.	b	4.4	37.	c	7.1
16.	b	4.3	38.	a	7.1
17.	d	4.5	39.	d	8.4
18.	d	5.2	40.	a	8.5
19.	b	5.2	41.	a	8.1
20.	d	5.1	42.	b	8.2
21.	a	5.3	43.	c	8.3
22.	d	5.8	44.	b	8.2

Item	Answer	Objective
45.	b	12.1
46.	b	12.2
47.	a	12.3
48.	d	12.4
49.	b	12.5
50.	b	12.6
51.	c	9.4
52.	b	9.5
53.	a	9.5
54.	c	9.6
55.	d	9.7
56.	d	9.8
57.	b	9.9
58.	a	9.1
59.	c	9.2
60.	d	9.3
61.	b	9.10
62.	a	9.10
63.	a	10.4
64.	b	10.5
65.	b	10.6
66.	a	10.6
67.	d	10.1
68.	c	10.1
69.	b	10.2
70.	d	10.3
71.	b	10.7
72.	a	11.1
73.	c	11.2
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77.	a	8.1
78.	c	8.2

CATERING SERVICES

Post Assessment Instrument

Level I

Directions: Select the one best answer.

1. Generally, to be successful in a training program the learner must
   a. be willing to learn.
   b. have a high intelligence.
   c. be well-liked by teacher and classmates.
   d. have previous knowledge of the field to be studied.

2. The term that describes a kind of catering business is
   a. automat.
   b. accommodator.
   c. contract feeder.
   d. assembly unit.

3. A family oriented food catering service would usually be most appropriate for a
   a. hospital food program.
   b. meals-on-wheels program.
   c. school lunch program.
   d. vending machine contract.

4. To be a successful caterer the learner
   a. needs little formal training.
   b. is better off with no training.
   c. needs a good background in food service behavior, attitude and skill.
   d. is able to get needed training and experience while employed as a caterer.

5. Many food service trained persons are able to establish their own catering business because
   a. there is little competition in the field.
   b. it is an easy field.
   c. minimum overhead is needed.
   d. the field is not highly regulated by government agencies.

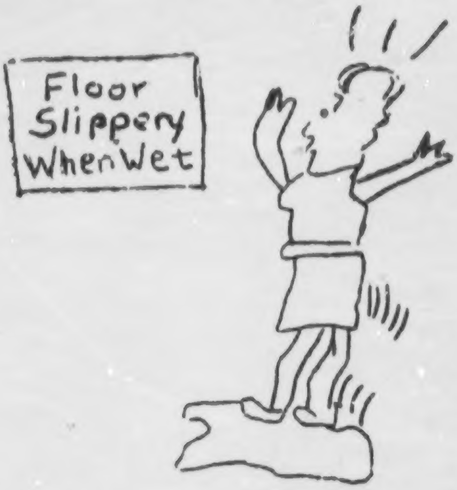
6. A major role of the food caterer is to provide
   a. specialized food service.
   b. large quantity food service.
   c. limited menu selections.
   d. low-cost menu selections.

7. **John:** A very good cook, but doesn't have a "head" for business.
Mary: Very attractive, but isn't able to communicate well.
Joan: An average cook, is willing to learn, but isn't very attractive.
Bob: Very likable, has a "way with people," but doesn't complete jobs.

Of the workers described above, the one who seems to have the attitudes and characteristics which illustrate the most potential for becoming a successful caterer is
a. John.
b. Mary.
c. Joan.
d. Bob.

8. When you make a mistake you should
a. try to correct it without telling anyone.
b. hope that it won't be noticed.
c. tell a fellow worker.
d. report it to your supervisor.

9.



To avoid an accident such as the one above, the worker should
a. watch where she is going.
b. read the sign.
c. clean up spills immediately.
d. warn others that the floor is slippery.

10. Handles fo cooking equipment should be turned
a. away from the aisle.
b. toward the front of the range.
c. away from other burners.
d. toward the aisle.

11. The personal work habit of a caterer assistant listed below which would tend to cause the most DISSATISFACTION from the employer and/or client is
    a. being occasionally tardy.
    b. talking while working in the kitchen.
    c. preparing poor quality food.
    d. making minor mistakes.

12. A good procedure to follow when lifting heavy items is to
    a. spread legs and lift straight up using back muscles.
    b. bend back and lift object.
    c. hold object away from body and lift up.
    d. bend knees and lift by pushing with leg muscles.

13. A deep fat fryer fire has broken out in the kitchen. You should extinguish it by
    a. using a pressurized water extinguisher.
    b. dashing water or putting a wet towel on it.
    c. using a dry chemical foam extinguisher.
    d. smothering it with salt or soda.

14. A fellow worker is in shock from heat exhaustion. The first thing you should do is
    a. elevate the worker's legs.
    b. give the worker fluids to drink.
    c. have the worker lie down in a ventilated place.
    d. loosen the worker's clothes.

15. A fellow worker gets cut with a French knife. Blood is spurting freely from the wound. The first thing you should do is to
    a. call a doctor.
    b. cover the wound and apply pressure.
    c. apply a tourniquet.
    d. put medicine on the wound and bandage it.

16. The first procedure to follow in case of a fire is to
    a. leave the building immediately.
    b. give a fire alarm and follow emergency procedures.
    c. attempt to save expensive equipment before the fire gets bad.
    d. attempt to get everyone out of the building.

17. The best procedure to follow in cleaning electrical equipment is to
    a. cut off equipment before cleaning.
    b. leave equipment on while cleaning.
    c. remove fuse from switch box before cleaning equipment.
    d. shut off switch and pull plug before cleaning equipment.

18. Bacterial growth is enhanced by
    a. carbohydrates on which to feed and grow.
    b. living cells in which to grow.
    c. high temperature, light, and dampness.
    d. food, moisture, and favorable temperature.

19. The following food handling procedure which is most likely to lead to food contamination is
   a. storing potatoes, onions, and bananas out of the refrigerator.
   b. keeping cream-filled pastries on display.
   c. refrigerating ham sandwiches.
   d. keeping leftovers for later use.

20. The major reason for enforcement of sanitation rules and regulations by local and federal agencies is to
   a. protect the food service operator.
   b. provide data in the study of food-borne diseases.
   c. protect the food service worker.
   d. protect the public.

21. To prevent contamination when cutting or slicing food, the worker should be sure to cut
   a. on a non-porous board.
   b. on a wooden board.
   c. with a steel blade knife.
   d. with a knife which has been soaked in a sanitizing solution.

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26. One of the most practical ways that a catering employee can help prevent the spread of food-borne diseases is by
   a. washing hands correctly.
   b. using a disinfectant.
   c. wearing hair up.
   d. wearing rubber gloves.

27. Items which may be handwashed together are
   a. silver and china.
   b. glasses and silver.
   c. plates and silver.
   d. pots and pans.

28. Of the three factors needed in cleaning utensils and equipment, the one most often neglected is the use of
   a. hot water.
   b. detergent.
   c. friction.
   d. disinfectant.

29. To promote cleanliness, inside waste disposal containers should usually be
   a. closed tightly immediately after washing.
   b. sprayed with a disinfectant after each use.
   c. lined with appropriate materials.
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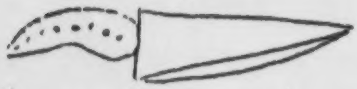

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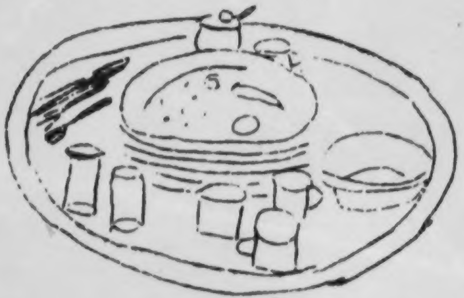

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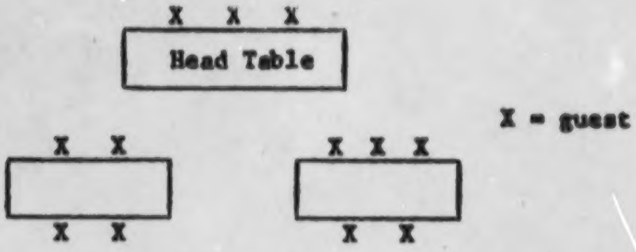

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   b. mint leaf.
   c. applesauce.
   d. olives and radishes.

54. A cocktail is defined as
   a. toasted or plain bread, spread with a rich savory paste or butter, cut in various shapes, and highly decorated.
   b. small portions of highly seasoned foods.
   c. chilled juice, fruits, or vegetables usually served in small glasses.
   d. rich, creamy soup.

55. The main difference between hors d'oeuvres and canapes is
   a. the temperature at which they are served.
   b. the shapes in which they are cut.
   c. a bread base is used for canapes.
   d. a spread is used for the canapes.

56. One of the basic sandwich types is
   a. submarine.
   b. appetizer.
   c. petits fours.
   d. open face.

57. In sandwich making all of the following are acceptable sandwich making procedures EXCEPT
   a. placing the bread on a damp towel before spreading.
   b. using three day old bread.
   c. spreading the bread with soft butter.
   d. trimming the crust from the bread.

58. The parts of a salad are the
   a. base, body, dressing, garnish.
   b. body, filling, dressing, garnish.
   c. appetizer, tossed, molded.
   d. dressing and garnish.

59. The ingredient used to make most molded salads is
   a. flour.
   b. custard.
   c. gelatin.
   d. roux.

60. Some cooks suggest tearing salad greens to
   a. save time.
   b. prevent contamination.
   c. keep them crisp.
   d. reduce browning.

61. To clarify soup you need
   a. bread crumbs, cheese cloth, and high heat.
   b. protein, an acid, and finely chopped vegetables.
   c. boiling water, a colander, and wooden spoon.
   d. flour, shortening, and a sieve.

62. Stock is a
   a. thin liquid which results from boiling meat or meat bones.
   b. soup made from beet juice, meat, and seasoning.
   c. cream soup.
   d. soup served with cheese and crackers.

63. A casserole is
   a. a combination of food items baked in a special dish.
   b. fruits stewed in a syrup or a mixture of assorted stewed fruits.
   c. a spicy or pungent relish.
   d. a clear, strong flavored soup.

64. The food item below which is a vegetable is
   a. kumquat.
   b. parsnip.
   c. anchovy.
   d. venison.

65. The most important consideration in preparing vegetables is to
   a. cook in correct size pot.
   b. avoid overcooking.
   c. garnish them properly.
   d. add seasoning last.

66.

Buttered Peas

Ingredients:
5 lbs. peas, frozen
water to cover, boiling
1 tbsp. salt
4 oz. butter
1 tbsp. sugar

Approx. yield:
25 servings

Procedure:
1. Thaw, place the peas in a sauce pan and cover with boiling water.
2. Add the salt and simmer until tender.
3. Drain off any excess liquid. Add the butter and sugar and serve.

In the recipe above, the main reason for using boiling water is to
   a. prevent the skin from toughening.
   b. thaw the peas.
   c. prepare a sauce with the sugar and butter.
   d. prevent overcooking.

67. In preparing the standardized recipe shown in item 66 above, the first step would be to
   a. gather the ingredients.
   b. weigh or measure all ingredients.
   c. read the recipe through.
   d. prepare the ingredients according to the instructions.

68. Of the following cooking methods, the three which are dry heat cooking methods are
   a. braising, steaming, and stewing.
   b. sauteing, frying, and grilling.
   c. deep fat frying, cooking in liquid, and browning.
   d. roasting, broiling, and pan broiling.

69. All of the following qualities make a meat more palatable EXCEPT
   a. color.
   b. aging.
   c. marbling.
   d. weight.

70. Of the following methods, the one recommended for preparing a prime ribeye steak is
   a. braising.
   b. baking.
   c. roasting.
   d. broiling.

71. To allow yeast dough to rise until it is double in bulk is called
   a. kneading.
   b. proofing.
   c. punching.
   d. ventilating.

72. One of the basic dessert types is
   a. pastry.
   b. danish.
   c. candy.
   d. sauces.

73. When preparing pie crust, the best flour to use is
   a. cake flour.
   b. bread flour.
   c. pastry flour.
   d. all purpose flour.

74. Most cakes fail because of improper
   a. ingredients.
   b. measuring.
   c. mixing.
   d. baking.

75. In planning for a catered affair where the hostess has not determined the nature of the guests, the best beverage to serve will probably be
   a. coffee and tea.
   b. milk drinks.
   c. wine.
   d. non-alcoholic punch.

76. The quality of coffee usually begins to deteriorate
   a. about ten minutes after the brewing process ends.
   b. immediately after brewing stops.
   c. after it is poured into the cup.
   d. after several hours.

77. In contracting an on-premise catered function, the event
   a. is held at the site of the catering business.
   b. is held at the client's home.
   c. is held at a rented location.
   d. requires that food be transported to the client.

78. A high evaluation received as the result of a training program in catering services usually means the learner will
   a. definitely be a success in future endeavors.
   b. be more competent than the majority of caterers presently in the catering business.
   c. have a better chance at being successful in the catering business because of the competency developed.
   d. be over-trained for a position as a caterer assistant.

Key for Pre Assessment Instrument

Level II

Item	Answer	Objective	Item	Answer	Objective
1.	d	1.1	23.	b	3.9
2.	b	1.1	24.	a	3.10
3.	a	1.2	25.	b	3.10
4.	b	1.3	26.	a	3.11
5.	c	2.1	27.	d	3.12
6.	b	2.2	28.	b	3.13
7.	c	2.3	29.	d	3.14
8.	b	2.4	30.	d	3.15
9.	d	2.5	31.	c	3.16
10.	c	2.6	32.	a	3.17
11.	a	2.7	33.	c	3.17
12.	c	2.8	34.	b	3.18
13.	b	3.1	35.	c	3.19
14.	d	3.2	36.	d	3.20
15.	d	3.2	37.	b	3.21
16.	a	3.3	38.	a	4.1
17.	b	3.3	39.	b	4.2
18.	c	3.4	40.	d	4.3
19.	b	3.5	41.	b	4.4
20.	c	3.6	42.	a	4.5
21.	c	3.7	43.	b	4.5
22.	d	3.8	44.	b	5.1

Item	Answer	Objective
45.	c	5.1
46.	a	5.2
47.	d	5.3
48.	d	5.4
49.	a	5.5
50.	c	5.6
51.	a	5.7
52.	c	6.1
53.	c	6.1
54.	d	6.2
55.	c	6.2
56.	c	6.3
57.	c	6.3
58.	b	6.4
59	a	6.5
60.	c	6.5
61.	d	6.6
62.	a	7.1
63.	c	7.2
64.	b	7.3
65.	d	7.4
66.	b	7.5
67.	a	8.1
68.	c	8.2

CATERING SERVICES

Pre Assessment Instrument

Level II

Directions: Select the one best answer.

1. A priority goal of an educational program for a food caterer is to assist the learner in reaching competency in
   a. counter work.
   b. cashiering.
   c. cleaning facilities.
   d. speciality food preparation.

2. In comparing the training of the food caterer to that of the food caterer assistant, the program for the caterers would have more emphasis on
   a. waitress/waiter skills.
   b. supervisory skills.
   c. the career ladder and lattice potential in catering.
   d. the importance of appropriate worker attitude.

3. In order to get the maximum benefit from a catering services program, the learner must at least
   a. participate fully in the educational process.
   b. attend a recognized culinary school.
   c. have adequate financial backing to set up a business.
   d. have several years of previous food service experience.

4. Of the characteristics listed below, the one NOT necessarily needed by the food caterer is
   a. managerial ability.
   b. a large capital outlay.
   c. an interest in working with people.
   d. creative ability.

5. In the catering establishment personal hygiene standards must be set by the
   a. client.
   b. caterer assistants.
   c. caterer.
   d. health department.

6. In mopping the floor, caterer assistants should be instructed to
   a. clean floors only after closing hours.
   b. block off passageways.
   c. clean a large area at one time.
   d. use a highly caustic solution.

7. The best indicator that a fire extinguisher is in operable condition is that the
   a. weight is at least one-half full.
   b. nameplate, gauge, or indicator is covered with metal to protect it.
   c. safety seals have not been tampered with or used.
   d. there is little corrosion.

8. The organization responsible for the actual enforcement of Occupational Safety and Health Acts is the
   a. local labor department.
   b. federal government.
   c. Food and Drug Administration.
   d. local health department.

9. In directing others in proper safety behavior for a catering establishment, one should include all of the following EXCEPT
   a. location and use of first aid kit.
   b. instructions for exiting in case of fire.
   c. how accidents are caused by mechanical and human behavior.
   d. practice in actually discharging a fire extinguisher.

10. To protect the establishment from insects and rodents, the caterer should see that employees do all the following EXCEPT
   a. remove nesting places.
   b. seal outside openings.
   c. use DDT insecticide.
   d. use closed metal garbage containers.

11. The main purpose for having sanitation and safety laws associated with food service production is to protect the
   a. public.
   b. manager.
   c. employees.
   d. owner.

12. A grade A sanitation inspection rating means the food service establishment
   a. provides a good appearance for customers.
   b. serves sterilized food.
   c. meets the sanitation requirements at a high level.
   d. promotes safety for workers.

13. Blue creamed chicken usually would not be served because
   a. it would not show creativity.
   b. it would have a negative psychological effect.
   c. it is not safe to add coloring to protein foods.
   d. the chicken would absorb all the coloring, giving a spotted effect.

14. The clients for a particular catered affair are elderly and all are on a bland diet. The following item that would not be on the menu is
   a. Chinese carrots.
   b. vanilla mousse.
   c. vichyssoise.
   d. stuffed manicotti.

15. A low cholesterol diet would be low in
   a. carbohydrates.
   b. vitamins.
   c. starch.
   d. animal fats.

16. On the à la carte menu, food items are
   a. priced separately.
   b. priced according to the menu.
   c. priced for a combination of foods.
   d. written in French.

17. Table d'hôte means
   a. served at the table.
   b. a complete meal for a set price.
   c. the hotel form of table service will be used.
   d. each menu item is priced separately.

18.

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++++++++++++++++++++++++++++++++++++++++++++++++
+                  Crab a'la King                +
+  Creamed Garden Peas      Scalloped Potatoes   +
+                      Rolls                     +
+                  Hot Chocolate                 +
++++++++++++++++++++++++++++++++++++++++++++++++
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The menu planning principle which seems to have been neglected in the menu above is
   a. variety in color.
   b. variety in flavors.
   c. variety in texture.
   d. variety in temperature.

19. When purchasing food the caterer should
   a. buy only from wholesalers.
   b. buy staple items in quantity.
   c. put all items out for bid.
   d. buy all items on the open market.

20. For prime cuts of meat the caterer would usually have to purchase
   a. from the local supermarket.
   b. on the open market.
   c. from a supplier.
   d. from a chain supermarket.

21. To insure quality of purchased food, it is suggested that the buyer submits detailed
   a. purchase orders.
   b. inventories.
   c. specifications.
   d. requisition sheets.

22.

	4 oz. Hamburger and Roll	Salad
Food cost	$ .24	$ .14
Menu price @ 40% (x2½)	.60	.35

The computation above is an example of the
a. standard cost percentage.
b. unit cost per item.
c. prime cost method of pricing.
d. conventional pricing method.

23. The equipment listed below which is used in portion control is the
a. French whip.
b. scoop.
c. spatula.
d. skewer.

24. The measurement below which will identify temperature in the metric system is
a. celsius.
b. gram.
c. liter.
d. meter.

25. The adoption of the metric system would tend to change the computation of unit pricing so that it will be
a. more difficult.
b. easier.
c. used by all dealers.
d. used by fewer people.

26. The most profitable procedure for handling leftover foods is to
a. rework into different menu items.
b. feed to catering employees.
c. dispose of at once to avoid spoilage.
d. charge to clients.

27. Gourmet food service may best be described as
a. casseroles served differently.
b. economy foods cooked in different sauces.
c. food that can only be bought from special gourmet stores.
d. food cooked in a special way often with special equipment.

28. A pâté form would more likely be used to
a. mold an elaborate gelatin salad.
b. bake a meat or fish paste appetizer.
c. cook a fancy lace-like pancake.
d. make an ice sculpture.

29. All of the following are considered speciality meats EXCEPT
    a. lobster thermidor.
    b. mock duck.
    c. beef rouladen
    d. Welsh rabbit

30. The most appropriate dessert to serve with a formal seven course meal would be
    a. cake and ice cream.
    b. sugar cookies.
    c. apple pie with cheese.
    d. cherries jubilee.

31. A well-prepared meringue would have
    a. tears on top.
    b. a slight taste of egg.
    c. very little shrinkage.
    d. a pure white color.

32. An unusual characteristic of a puff pastry is that it contains
    a. no sugar or leavening agent.
    b. no shortening.
    c. vinegar.
    d. no flour.

33. The dessert below which is an example of an item made with a puff pastry is
    a. crêpe suzette.
    b. cherries jubilee.
    c. éclairs.
    d. Coupe Hèlène.

34. All of the following are acceptable fancy cookies EXCEPT
    a. Bebkuchen.
    b. Charlotte Russe
    c. Springerle.
    d. Mexican wedding cakes.

35. In frosting a cake that must be kept for several days, the caterer would usually choose a
    a. three minute frosting.
    b. glaze.
    c. butter icing.
    d. whipped cream icing.

36. All of the following are examples of nonsweet frosting used on main dishes EXCEPT
    a. cream cheese.
    b. whipped potatoes.
    c. a salad dressing mixture.
    d. whipped cream.

37. In planning an authentic Chinese dinner, the caterer might include at the table cooking in a
   a. chafing dish.
   b. wok.
   c. rotisserie.
   d. fondue pan.

38. Catering clients differ from consumers of most other products and services. When catering clients contact the caterer they
   a. definitely want to buy the particular product or service that is ultimately bought.
   b. usually want to consider purchasing services for various catered functions.
   c. usually are very familar with the products and services offered.
   d. usually can be sold products and services for an event which they had not planned to buy.

39. The major kind of communicating that the caterer does in running the business is through
   a. the radio and television media.
   b. forms of verbal communication.
   c. newspaper advertisement.
   d. memos and personal letters.

40. The item below which usually is not included in an advertisement is the
   a. services offered.
   b. address and telephone number.
   c. logo or trademark.
   d. prices.

41. A personal friend has commissioned a caterer to prepare for a family reunion. In booking the affair the caterer should rely on
   a. a word-of-mouth agreement.
   b. a written contract.
   c. an agreement witnessed by other people.
   d. the cost which is determined after the affair.

42. The food caterer's major source of future publicity is usually through
   a. satisfied customers.
   b. television advertisement.
   c. the local newspaper.
   d. newsletters passed out at local functions.

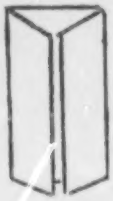
43. The most important reason for follow up of an affair that has been catered is to
   a. determine customer satisfaction.
   b. promote return business by the customer.
   c. get a bonus for the service rendered.
   d. have the client evaluate the service given by the workers.

44. Asymmetrical balance is achieved when
  a. each part of a design has proper emphasis.
  b. the visual weights of objects are equivalent but not identical.
  c. all parts of a composition are balanced and repeated around the center.
  d. one side of something is identical to the other side.

45. The true statement below concerning the development of creativity by the caterer is
  a. creativity is usually acquired naturally and requires little work.
  b. there are no guidelines for developing creativity.
  c. to be creative, one can be trained to look at situations "in a new light."
  d. it is hard for a person to be creative.

46. Parents are planning a birthday party for their sixteen year old son. A traditional choice for the theme would more likely be centered around a
  a. hobby.
  b. "sweet sixteen" color.
  c. special flower.
  d. childhood wish.

47.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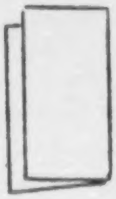
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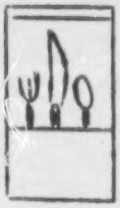
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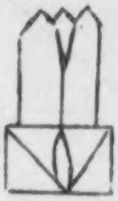
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The napkin fold which tends to show the most creativity is
  a. 1
  b. 2
  c. 3
  d. 4

48. A general purpose decoration that could be used for most occasions is
  a. wide satin ribbons.
  b. fancy floral arrangements.
  c. candles in candelabrum.
  d. palms and flowers.

49. The item below which is considered a complementary item provided/used by a caterer is
  a. the music.
  b. silverware.
  c. a fancy ice carving.
  d. a bartender.

50. All of the following seem to exhibit creativity in food preparation EXCEPT
a. using various dessert terms and designs.
b. using cut-out cakes in unique shapes.
c. garnishing mashed potatoes with fresh parsley.
d. adding human characterizations to food for children's parties.

51. For a fiftieth wedding anniversary, the traditional choice for food, decoration, and theme would be centered around
a. gold.
b. pewter.
c. bronze.
d. silver.

52. The characteristic below which is more clearly a desirable attribute to look for in a potential catering employee is
a. aggressiveness.
b. an attractive appearance.
c. willingness to learn.
d. a list of many past jobs.

53. Mary is interviewing for a job as a caterer assistant. Her application form shows that she has held several different food service jobs each year for the past five years. The next step for the caterer to take in considering Mary as an employee is to
a. hire her immediately because of her varied work experience.
b. hire her with reservations.
c. check on job related references.
d. dismiss her as a possibility.

54. During the orientation period for new workers, the employee should usually be
a. informed of the financial structure of the organization.
b. informed in detail of all tasks to be performed in the organization.
c. trained in all competencies needed on the job.
d. accustomed to the system.

55. The most successful way, in the long run, to change the attitude of workers who have let down on the job is to
a. offer an incentive for working harder.
b. remind them that their chances for advancement are good.
c. help them to see the job in relation to personal interest.
d. have other workers talk to them.

56. Several new catering assistants do not know how to make confection roses. The best approach to use in training them will probably be through
a. classroom discussion.
b. program instruction.
c. demonstration.
d. problem-solving techniques.

57. The factor which is always a necessary part of increased productivity is
a. promotional contests.
b. increased salaries.
c. change.
d. reorganization.

58. The best work schedule in a catering establishment allows employees to have
- a. many rest periods.
- b. alternate periods of moderate and intense work.
- c. all easy work.
- d. a steady intense work load.

59. Motion and time studies are utilized to
- a. increase efficiency.
- b. increase employee's spare time.
- c. evaluate employee's work.
- d. stress time management.

60. To determine what activities are needed to perform a job, the best procedure would be to use a
- a. role analysis.
- b. flow chart.
- c. task analysis.
- d. competency analysis.

61. In evaluating employees, the caterer's major goal should be to
- a. see that no rules or regulations are broken.
- b. get all the work completed.
- c. discipline workers.
- d. improve the worker's performance.

62. To indicate what tasks are required to perform a job, the caterer would write a/an
- a. job description.
- b. inventory.
- c. requisition.
- d. work schedules.

63. A client requests that the food caterer control cost by using the least expensive service ware at an informal catered function for a large group. A practical suggestion that many contemporary caterers make is to
- a. rent items from a linen service.
- b. use personal china.
- c. use disposable products.
- d. have guests provide own china and linen.

64. A caterer outlined the following costs for an event catered:

Overhead	$10.00
Actual food cost	$30.00
Actual labor cost	$20.00
Caterer's fee	$15.00
	$75.00

The $15.00 allowed for the caterer's fee is more likely the
- a. gross profit.
- b. net profit.
- c. error margin allowance.
- d. operating expenses.

65. The type of income or expenses that the caterer must report for income tax purposes is
a. non-business related gifts from companies.
b. personal life insurance.
c. personal health insurance.
d. social security deductions.

66. Sue has been having difficulty in realizing a profit in her business. She has started analyzing her procedure by making the following list concerning her food cost.

Cost of food based on conventional pricing method	$300.00
Profit made	$200.00

Sue probably did not consider
a. the food percentage.
b. overhead.
c. profit percentage.
d. convenience food cost.

67. In contracting an on-premise catered function, the event
a. is held at the site of the catering business.
b. is held at the client's home.
c. is held at a rented location.
d. requires that food be transported to the client.

68. A high evaluation received as the result of a training program in catering services usually means the learner will
a. definitely be a success in future endeavors.
b. be more competent than the majority of caterers presently in the catering business.
c. have a better chance at being successful in the catering business because of the competency developed.
d. be over-trained for a position as a caterer.

Key for Post Assessment Instrument

Level II

Item	Answer	Objective	Item	Answer	Objective
1.	c	8.2	23.	a	5.2
2.	a	8.1	24.	c	5.1
3.	b	7.5	25.	b	5.1
4.	d	7.4	26.	b	4.5
5.	c	7.2	27.	a	4.5
6.	b	7.3	28.	b	4.4
7.	a	7.1	29.	d	4.3
8.	d	6.6	30.	b	4.2
9.	c	6.5	31.	a	4.1
10.	a	6.5	32.	b	3.21
11.	b	6.4	33.	d	3.20
12.	c	6.3	34.	c	3.19
13.	c	6.3	35.	b	3.18
14.	c	6.2	36.	c	3.17
15.	d	6.2	37.	a	3.17
16.	c	6.1	38.	c	3.16
17.	c	6.1	39.	d	3.15
18.	a	5.7	40.	d	3.14
19.	c	5.6	41.	b	3.13
20.	a	5.5	42.	d	3.12
21.	d	5.4	43.	a	3.11
22.	d	5.3	44.	b	3.10

Item	Answer	Objective
45.	a	3.10
46.	b	3.9
47.	d	3.8
48.	c	3.7
49.	c	3.6
50.	b	3.5
51.	c	3.4
52.	b	3.3
53.	a	3.3
54.	d	3.2
55.	d	3.2
56.	b	3.1
57.	c	2.8
58.	a	2.7
59.	c	2.6
60.	d	2.5
61.	b	2.4
62.	c	2.3
63.	b	2.2
64.	c	2.1
65.	b	1.3
66.	a	1.2
67.	b	1.1
68.	d	1.1

CATERING SERVICES

Post Assessment Instrument

Level II

Directions: Select the one best answer and record it on a separate answer sheet.

1. A high evaluation received as the result of a training program in catering services usually means the learner will
   a. definitely be a success in future endeavors.
   b. be more competent than the majority of caterers presently in the catering business.
   c. have a better chance at being successful in the catering business because of the competency developed.
   d. be over-trained for a position as a caterer.

2. In contracting an on-premise catered function, the event
   a. is held at the site of the catering business.
   b. is held at the client's home.
   c. is held at a rented location.
   d. requires that food be transported to the client.

3. Sue has been having difficulty in realizing a profit in her business. She has started analyzing her procedure by making the following list concerning her food cost.

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   a. the food percentage.
   b. overhead.
   c. profit percentage.
   d. convenience food cost.

4. The type of income or expenses that the caterer must report for income tax purposes is
   a. non-business related gifts from companies.
   b. personal life insurance.
   c. personal health insurance.
   d. social security deductions.

5. A client requests that the food caterer control cost by using the least expensive service ware at an informal catered function for a large group. A practical suggestion that many contemporary caterers make is to
   a. rent items from a linen service.
   b. use personal china.
   c. use disposable products.
   d. have guests provide own china and linen.

6. A caterer outlined the following costs for an event catered:

Overhead	$10.00
Actual food cost	$30.00
Actual labor cost	$20.00
Caterer's fee	$15.00
	$75.00

The $15.00 allowed for the caterer's fee is more likely the
a. gross profit.
b. net profit.
c. error margin allowance.
d. operating expenses.

7. To indicate what tasks are required to perform a job, the caterer would write a/an
a. job description.
b. inventory.
c. requisition.
d. work schedule.

8. In evaluating employees, the caterer's major goal should be to
a. see that no rules or regulations are broken.
b. get all the work completed.
c. discipline workers.
d. improve the worker's performance.

9. To determine what activities are needed to perform a job, the best procedure would be to use a
a. role analysis.
b. flow chart.
c. task analysis.
d. competency analysis.

10. Motion and time studies are utilized to
a. increase efficiency.
b. increase employee's spare time.
c. evaluate employee's work.
d. stress time management.

11. The best work schedule in a catering establishment allows employees to have
a. many rest periods.
b. alternate periods of moderate and intense work.
c. all easy work.
d. a steady intense work load.

12. The factor which is always a necessary part of increased productivity is
a. promotional contests.
b. increased salaries.
c. change.
d. reorganization.

13. Several new catering assistants do not know how to make confection roses. The best approach to use in training them will probably be through
   a. classroom discussion.
   b. program instruction.
   c. demonstration.
   d. problem-solving techniques.

14. The most successful way, in the long run, to change the attitude of workers who have let down on the job is to
   a. offer an incentive for working harder.
   b. remind them that their chances for advancement are good.
   c. help them to see the job in relation to personal interest.
   d. have other workers talk to them.

15. During the orientation period for new workers, the employee should usually be
   a. informed of the financial structure of the organization.
   b. informed in detail of all tasks to be performed in the organization.
   c. trained in all competencies needed on the job.
   d. accustomed to the system.

16. Mary is interviewing for a job as a caterer assistant. Her application form shows that she has held several different food service jobs each year for the past five years. The next step for the caterer to take in considering Mary as an employee is to
   a. hire her immediately because of her varied work experience.
   b. hire her with reservations.
   c. check on job related references.
   d. dismiss her as a possibility.

17. The characteristic below which is more clearly a desirable attribute to look for in a potential catering employee is
   a. aggressiveness.
   b. an attractive appearance.
   c. willingness to learn.
   d. a list of many past jobs.

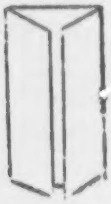
18. For a fiftieth wedding anniversary, the traditional choice for food, decoration, and theme would be centered around
   a. gold.
   b. pewter.
   c. bronze.
   d. silver.

19. All of the following seem to exhibit creativity in food preparation EXCEPT
   a. using various dessert terms and designs.
   b. using cut-out cakes in unique shapes.
   c. garnishing mashed potatoes with fresh parsley.
   d. adding human characterizations to food for children's parties.

20. The item below which is considered a complementary item provided/used by a caterer is
   a. the music.
   b. silverware.
   c. a fancy ice carving.
   d. a bartender.

21. A general purpose decoration that could be used for most occasions is
   a. wide satin ribbons.
   b. fancy floral arrangements.
   c. candles in candelabrum.
   d. palms and flowers.

22.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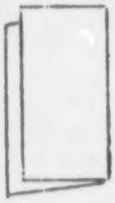
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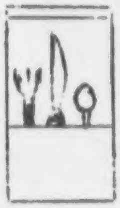
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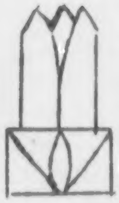
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The napkin fold which tends to show the most creativity is
   a. 1
   b. 2
   c. 3
   d. 4

23. Parents are planning a birthday party for their sixteen year old son. A traditional choice for the theme would more likely be centered around a
   a. hobby.
   b. "sweet sixteen" color.
   c. special flower.
   d. childhood wish.

24. The true statement below concerning the development of creativity by the caterer is
   a. creativity is usually acquired naturally and requires little work.
   b. there are no guidelines for developing creativity.
   c. to be creative, one can be trained to look at situations "in a new light."
   d. it is hard for a person to be creative.

25. Asymmetrical balance is achieved when
   a. each part of a design has proper emphasis.
   b. the visual weights of objects are equivalent but not identical.
   c. all parts of a composition are balanced and repeated around the center.
   d. one side of something is identical to the other side.

26. The most important reason for follow up of an affair that has been catered is to
    a. determine customer satisfaction.
    b. promote return business by the customer.
    c. get a bonus for the service rendered.
    d. have the client evaluate the service given by the workers.

27. The food caterer's major source of future publicity is usually through
    a. satisfied customers.
    b. television advertisement.
    c. the local newspaper.
    d. newsletters passed out at local functions.

28. A personal friend has commissioned a caterer to prepare for a family reunion. In booking the affair the caterer should rely on
    a. a word-of-mouth agreement.
    b. a written contract.
    c. an agreement witnessed by other people.
    d. the cost which is determined after the affair.

29. The item below which usually is not included in an advertisement is the
    a. services offered.
    b. address and telephone number.
    c. logo or trademark.
    d. prices.

30. The major kind of communicating that the caterer does in running the business is through
    a. the radio and television media.
    b. forms of verbal communication.
    c. newspaper advertisement.
    d. memos and personal letters.

31. Catering clients differ from consumers of most other products and services. When catering clients contact the caterer they
    a. definitely want to buy the particular product or service that is ultimately bought.
    b. usually want to consider purchasing services for various catered functions.
    c. usually are very familar with the products and services offered.
    d. usually can be sold products and services for an event which they had not planned to buy.

32. In planning an authentic Chinese dinner, the caterer might include at the table cooking in a
    a. chafing dish.
    b. wok.
    c. rotisserie.
    d. fondue pan.

33. All of the following are examples of nonsweet frosting used on main dishes EXCEPT
    a. cream cheese.
    b. whipped potatoes.
    c. a salad dressing mixture.
    d. whipped cream.

34. In frosting a cake that must be kept for several days, the caterer would usually choose a
    a. three minute frosting.
    b. glaze.
    c. butter icing.
    d. whipped cream icing.

35. All of the following are acceptable fancy cookies EXCEPT
    a. Lebkuchen.
    b. Charlotte Russe.
    c. Springerle.
    d. Mexican wedding cakes.

36. The dessert below which is an example of an item made with a puff pastry is
    a. crêpe suzette.
    b. cherries jubilee.
    c. éclairs.
    d. Coupe Hélène.

37. An unusual characteristic of a puff pastry is that it contains
    a. no sugar or leavening agent.
    b. no shortening.
    c. vinegar.
    d. no flour.

38. A well-prepared meringue would have
    a. tears on top.
    b. a slight taste of egg.
    c. very little shrinkage.
    d. a pure white color.

39. The most appropriate dessert to serve with a formal seven course meal would be
    a. cake and ice cream.
    b. sugar cookies.
    c. apple pie with cheese.
    d. cherries jubilee.

40. All of the following are considered speciality meats EXCEPT
    a. lobster thermidor.
    b. mock duck.
    c. beef rouladen.
    d. Welsh rabbit.

41. A pâté form would more likely be used to
   a. mold an elaborate gelatin salad.
   b. bake a meat or fish paste appetizer.
   c. cook a fancy lace-like pancake.
   d. make an ice sculpture.

42. Gourmet food service may best be described as
   a. casseroles served differently.
   b. economy foods cooked in different sauces.
   c. food that can only be bought from special gourmet stores.
   d. food cooked in a special way often with special equipment.

43. The most profitable procedure for handling leftover foods is to
   a. rework into different menu items.
   b. feed to catering employees.
   c. dispose of at once to avoid spoilage.
   d. charge to clients.

44. The adoption of the metric system would tend to change the computation of unit pricing so that it will be
   a. more difficult.
   b. easier.
   c. used by all dealers.
   d. used by fewer people.

45. The measurement below which will identify temperature in the metric system is
   a. celsius.
   b. gram.
   c. liter.
   d. meter.

46. The equipment listed below which is used in portion control is the
   a. French whip.
   b. scoop.
   c. spatula.
   d. skewer.

47.

	4 oz. Hamburger and Roll	Salad
Food cost	$ .24	$ .14
Menu price @ 40% (x2½)	.60	.35

The computation above is an example of the
   a. standard cost percentage.
   b. unit cost per item.
   c. prime cost method of pricing.
   d. conventional pricing method.

48. To insure quality of purchased food, it is suggested that the buyer submits detailed
- a. purchase orders.
- b. inventories.
- c. specifications.
- d. requisition sheets.

49. For prime cuts of meat the caterer would usually have to purchase
- a. from the local supermarket.
- b. on the open market.
- c. from a supplier.
- d. from a chain supermarket.

50. When purchasing food the caterer should
- a. buy only from wholesalers.
- b. buy staple items in quantity.
- c. put all items out for bid.
- d. buy all items on the open market.

51.

```
++++++++++++++++++++++++++++++++++++++++++++++
+                                            +
+                Crab a'la King              +
+ Creamed Garden Peas      Scalloped Potatoes +
+                     Rolls                  +
+                Hot Chocolate               +
++++++++++++++++++++++++++++++++++++++++++++++
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The menu planning principle which seems to have been neglected in the menu above is
- a. variety in color.
- b. variety in flavors.
- c. variety in texture.
- d. variety in temperature.

52. Table d'hôte means
- a. served at the table.
- b. a complete meal for a set price.
- c. the hotel form of table service will be used.
- d. each menu item is priced separately.

53. On the à la carte menu, food items are
- a. priced separately.
- b. priced according to the menu.
- c. priced for a combination of foods.
- d. written in French.

54. A low cholesterol diet would be low in
   a. carbohydrates.
   b. vitamins.
   c. starch.
   d. animal fats.

55. The clients for a particular catered affair are elderly and all are on a bland diet. The following item that would not be on the menu is
   a. Chinese carrots.
   b. vanilla mousse.
   c. vichyssoise.
   d. stuffed manicotti.

56. Blue creamed chicken usually would not be served because
   a. it would not show creativity.
   b. it would have a negative psychological effect.
   c. it is not safe to add coloring to protein foods.
   d. the chicken would absorb all the coloring, giving a spotted effect.

57. A grade A sanitation inspection rating means the food service establishment
   a. provides a good appearance for customers.
   b. serves sterilized food.
   c. meets the sanitation requirements at a high level.
   d. promotes safety for workers.

58. The main purpose for having sanitation and safety laws associated with food service production is to protect the
   a. public.
   b. manager.
   c. employees.
   d. owner.

59. To protect the establishment from insects and rodents, the caterer should see that employees do all the following EXCEPT
   a. remove nesting places.
   b. seal outside openings.
   c. use DDT insecticide.
   d. use closed metal garbage containers.

60. In directing others in proper safety behavior for a catering establishment one should include all of the following EXCEPT
   a. location and use of first aid kit.
   b. instructions for exiting in case of fire.
   c. how accidents are caused by mechanical and human behavior.
   d. practice in actually discharging a fire extinguisher.

61. The organization responsible for the actual enforcement of Occupational Safety and Health Acts is the
   a. local labor department.
   b. federal government.
   c. Food and Drug Administration.
   d. local health department.

62. The best indicator that a fire extinguisher is in operable condition is that the
    a. weight is at least one-half full.
    b. nameplate, gauge, or indicator is covered with metal to protect it.
    c. safety seals have not been tampered with or used.
    d. there is little corrosion.

63. In mopping the floor, caterer assistants should be instructed to
    a. clean floors only after closing hours.
    b. block off passageways.
    c. clean a large area at one time.
    d. use a highly caustic solution.

64. In the catering establishment personal hygiene standards must be set by the
    a. client.
    b. caterer assistants.
    c. caterer.
    d. health department.

65. Of the characteristics listed below, the one NOT necessarily needed by the food caterer is
    a. managerial ability.
    b. a large capital outlay.
    c. an interest in working with people.
    d. creative ability.

66. In order to get the maximum benefit from a catering services program, the learner must at least
    a. participate fully in the educational process.
    b. attend a recognized culinary school.
    c. have adequate financial backing to set up a business.
    d. have several years of previous food service experience.

67. In comparing the training of the food caterer to that of the food caterer assistant, the program for the caterers would have more emphasis on
    a. waitress/waiter skills.
    b. supervisory skills.
    c. the career ladder and lattice potential in catering.
    d. the importance of appropriate worker attitude.

68. A priority goal of an educational program for a food caterer is to assist the learner in reaching competency in
    a. counter work.
    b. cashiering.
    c. cleaning facilities.
    d. speciality food preparation.

Directions and Criteria for Scoring Performance Instrument

Level I

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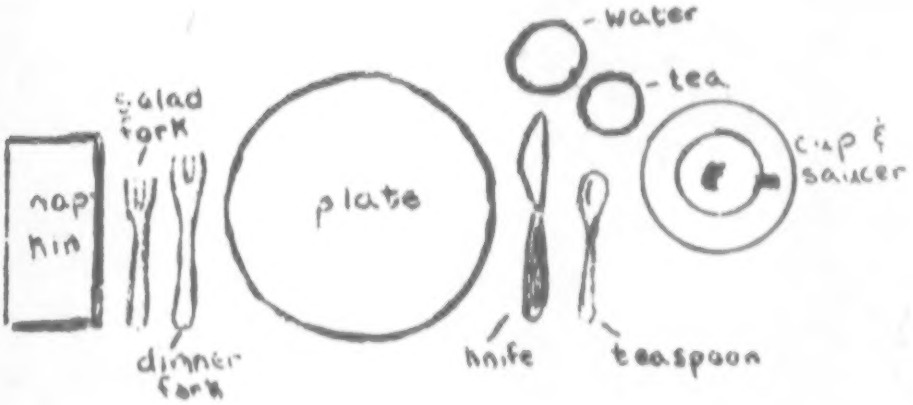
Item numbers, objectives, suggested responses, and a scoring criteria have been included as a part of the key. After the test has been scored, the teacher should determine which objectives the learner has mastered. Those objectives need not be attempted by the learner.

			Points	
Item	**Objective**	**Scoring Criteria**	**Possible**	**Scored**
1.	4.2	The learner:		
		1. bends from the knees keeping back straight.	34	
		2. grasps box on both sides.	33	
		3. lifts straight up.	33	
		Total	100	
2.	4.3	The learner:		
		1. calls out "fire."	20	
		2. selects all-purpose or dry chemical fire extinguisher for Problem One; selects all-purpose or pressurized water extinguisher for Problem Two.	20	
		3. holds extinguisher firmly.	20	
		4. starts discharging within 6 to 10 feet of the edge of the fire.	10	
		5. aims the discharge just under the flames.	10	

			Points	
Item	**Objective**	**Scoring Criteria**	**Possible**	**Scored**
2.	4.3	6. uses a side-to-side sweeping motion across the width of the burning section.	10	
		7. cleans up the area immediately after the fire has been extinguished.	10	
		Total	100	
3.	4.5	The learner:		
		1. selects and uses nonporous cutting board.	25	
		2. uses a paring knife for peeling.	15	
		3. uses a butcher knife or a slicer for slicing.	15	
		4. cuts away from body.	45	
		Total	100	
4.	5.4	The learner:		
		1. uses warm water.	20	
		2. uses soap.	20	
		3. works up sufficient lather.	20	
		4. rinses hands well	20	
		5. dries hands on single-service paper towel or cloth or mechanical hand dryer.	20	
		Total	100	
5.	5.5	The learner:		
		1. sorts dishes into the following stacks: a. glasses. b. silver and other flatware. c. plates, saucers, cups. d. pots and pans.	40	
		2. orders the stacks properly.	35	
		3. selects proper detergent.	25	
		Total	100	

			Points	
Item	**Objective**	**Scoring Criteria**	**Possible**	**Scored**
6.	9.5	The learner:		
		1. washes hands.	10	______
		2. selects proper equipment before starting.	20	______
		3. creates an attractive, acceptable product.	40	______
		4. places the radish roses and carrot curls in ice water.	20	______
		5. cleans area when completed.	10	______
		Total	100	______
7.	9.7	The learner:		
		1. washes hands.	10	______
		2. gathers needed ingredients and tools before starting.	20	______
		3. places filling on some type of bread base.	30	______
		4. creates an attractive, acceptable product.	30	______
		5. cleans area when completed.	10	______
		Total	100	______
8.	10.7	The learner:		
		1. washes hands.	10	______
		2. reads recipe before starting.	10	______
		3. selects proper equipment: a. appropriate measuring cups for ingredients. b. pastry cutter or two forks or two knives for cutting in shortening.	10	______
		4. measures properly: a. sifts flour before measuring. b. levels off shortening if solid method is used; checks marking if water method is used.	10	______

			Points	
Item	**Objective**	**Scoring Criteria**	**Possible**	**Scored**
8.	10.7	5. divides recipe in half as follows: a. 1/2 cup flour b. 1/4 teaspoon salt c. 1/8 cup plus 1 tablespoon shortening d. 1 to 1-1/2 tablespoons cold water	5	______
		6. avoids overmixing.	5	______
		7. avoids using too much flour when rolling.	5	______
		8. follows all recipe directions.	15	______
		9. creates an attractive and acceptable product.	20	______
		10. cleans area when completed.	10	______
		Total	100	______
9.	12.2	The learner:		
		1. places items 1 inch from edge of table.	10	______
		2. places items as illustrated.	90	______


- water
- tea
salad fork
cup & saucer
nap kin
plate
dinner fork
knife
teaspoon

		Total	100	______

Performance Instrument

Level I

1. **Situation 1**

   a. **Materials needed:**

   Large cardboard box with 50 lbs. clearly printed on side.

   b. **Instructions to learners:**

   Lift the box using proper body mechanics.

2. **Situation 2**

   a. **Materials needed:**

   (1) Three empty fire extinguishers: one all-purpose, one dry chemical, one pressurized water.

   (2) Simulated set-up for two fires (DO NOT IGNITE):

   (a) skillet with liquid fat or water, placed on range.

   (b) waste can with crumpled paper.

   (3) Two cards with problem situations.

   b. **Instructions to learners:**

   Read the situation described on problem card number ______ (to be assigned) and complete the activity described.

   (1) Problem Card One: The cook has left the skillet on the range too long. The pan has become overheated and a small fire has started. You are the only one near the flame. Use any equipment available in the laboratory and follow the steps that you would use in this situation.

   (2) Problem Card Two: You go into the restroom and find that someone has dropped a cigarette into the waste can and it is flaming. You are the only one near the flame. Use any equipment available in the laboratory and follow the steps that you would use in this situation.

3. Situation 3
    a. Materials needed:
        (1) Various knives
        (2) Large potato
        (3) Two cutting boards (one wooden; one non-porous)
    b. Instructions to learners:

    Using the proper equipment provided, cut the potato in thin slices.

4. Situation 4
    a. Materials needed:
        (1) Sink and water
        (2) Soap
        (3) Paper towel
    b. Instructions to learners:

    Wash your hands using proper technique.

5. Situation 5
    a. Materials needed:
        (1) Plates, saucers, cups, pots, pans, glasses, silver, and other flatware
        (2) Detergent for handwashing dishes
        (3) Small cards numbered from 1 to 7 (each card should have one number)
    b. Instructions to learners:

    Sort the dishes into stacks, and place the numbers according to the order they should be washed. Place the detergent that you would use beside the stacks.

6. Situation 6
    a. Materials needed:
        (1) Radishes, carrots
        (2) Paring knives, peelers, small butcher knives.

b. Instructions to learners:

Select the appropriate utensils and prepare the assigned garnish below:

(1) Radish roses

(2) Carrot curls

7. Situation 7

a. Materials needed:

(1) Spread, bread

(2) Cutters, spreaders, cutting boards

b. Instructions to learners:

Use the supplies provided to prepare an appetizer that can be classified as a canape.

8. Situation 8

a. Materials needed:

(1) One small round bowl

(2) One plastic scraper

(3) One set solid measuring cups

(4) Liquid measuring cup

(5) One set measuring spoons

(6) One pastry cutter

(7) Two forks

(8) Two case knives

(9) One rolling pin

(10) One rolling board or cloth

(11) Two small tart pans or two aluminum pie pans (about 4 inches)

(12) Plate

(13) Flour

(14) Salt

(15) Shortening

(16) Cold water

b. Instructions to learners:

(1) Prepare a standard pastry pinched/fluted one-crust pie shell.

(2) Select the appropriate equipment and utensils.

(3) Use standard pastry making procedures.

(4) Divide the recipe below in order that it will make the proper amount of dough to fit the pans provided (4 inches).

8-inch One-Crust Pie Shell

1 cup all-purpose flour
1/2 teaspoon salt
1/4 cup plus 2 tablespoons shortening
2 to 3 tablespoons cold water

Measure flour and salt into bowl. Cut in shortening thoroughly. Sprinkle in water, one tablespoon at a time, mixing until all flour is moistened and dough almost cleans side of bowl (1 to 2 teaspoons water can be added if needed).

Gather dough into ball; shape into flattened round on lightly floured board; roll; and cut pastry rounds 1 inch larger than inverted pans; fit into pans. Prick thoroughly with fork to prevent puffing.

Bake at 475°F for 8 to 10 minutes. Cool before removing from pan, and place on plate.

(NOTE TO INSTRUCTOR: Use one shell to evaluate, freeze acceptable pastry for use in future laboratory experiences.)

9. Situation 9

a. Materials needed:

China, glassware, flatware, napkins, placemat

b. Instructions to learners:

Select the appropriate tableware to set a cover for the following menu for a catering dinner to be served banquet type:

* * *

Baked Ham with Brown Sugar Glaze
Scalloped Potatoes
Buttered Green Beans
Wilted Lettuce Salad
Fruit Shortcake
Coffee or Iced Tea

Directions and Criteria for Scoring Performance Instrument

Level II

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Item numbers, objectives, suggested responses or scoring criteria have been included as a part of the key. After the test has been scored, the teacher should determine which objectives the learner has mastered. Those objectives need not be attempted by the learner.

Item	Objectives	Scoring Criteria
1.	3.1 to 3.4	Part I 1. The menu may start with the appetizer, soup, salad, or entree as the first course, but should proceed from the course offered first in sequential order. 2. The major course should offer an entree. 3. Dessert or fruit may be offered as final course. 4. At least one food is represented from each of the basic four food groups. 5. Other. Part II 1. Courses are written in order. 2. All major menu items are shown. 3. Descriptive terms are used to describe the menu items. 4. Menu is arranged attractively. 5. Correct spelling is used. 6. Other.

Item	Objectives	Scoring Criteria
2.	3.8	Total Cost Per Item

Stewing beef	$22.50
Carrots	2.40
Potatoes	4.50
Ouions	.40

Total Cost Per 100 Servings	$29.80
Total Cost Per 25 Servings	$ 7.48 (rounded)
Actual Cost Per Serving (100 portions)	.30 (rounded)

Selling Price

Food cost	$ .30
Direct labor	+ .20
Prime cost	.50
(x 2)	2
Selling price	$1.00

Item	Objectives	Scoring Criteria
3.	3.19 & 5.1	1. The rose is realistic or abstract in appearance. 2. The rose has good shape. 3. The color combination is pleasing.

Performance Instrument

Level II

1. **Situation 1**

The Smiths are planning an intimate third anniversary dinner just for the two of them. They want a well-balanced, four course menu. Plan a menu that meets all the requirements and follows the Basic Four Food Guide pattern using the chart below. The couple would like to have the menu mailed to them for approval. Write your menu in the space below the chart using rules for the American style of service.

Courses	Basic Four Group

Menu

2. **Situation 2**

A recipe for preparing 100 portions of stew beef is given below. Using the suggested price list and recipe, you are to determine:

a. the total cost per item in the recipe.

b. the total cost for the 100 portions of the recipe.

c. the total cost for 25 portions of the recipe.

d. the actual cost per serving of the recipe.

e. the recommended selling price for 100 portions based on the "prime cost pricing technique (consider the direct labor cost to be $.20)."

Price List

Stewing beef	$1.25 per lb.
Carrots	.30 per lb.
Potatoes	.15 per lb.
Onions	.10 per lb.

Recipe

Stew Beef

Make 100 portions

Measures	Ingredients	Total Cost
18 lbs.	Stewing beef	
8 lbs.	Carrots	
30 lbs.	Potatoes	
4 lbs.	Onions	

Total cost per 100 servings ______________

Total cost per 25 servings ______________

Actual cost per serving (100 portions) ______________

Selling price ______________

3. Situation 3

   a. Materials needed:

      (1) Cake decoration utensils.

      (2) Various frostings, icings, and food coloring.

      (3) Muffin pan.

   b. Instructions to learners:

      Make one rose and present it in a color coordinated design that could be used on the top of a cup cake. You may use the bottom of the muffin pan for your design.

COMPETENCY BASED TEACHING MODULE

LEVEL I

CATERING SERVICES

LEVEL I

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 examine the organizational and instructional procedures of the course.	1.1 identify components of the catering industry which will be studied.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 develop a bulletin board using Bulletin board ideas (appendix, p. B-1) to stimulate interest in the program.	APPENDIX: Bulletin board ideas, p. B-1. Bulletin board materials.
1.1.2 distribute paper plate with a colored ribbon to learners as they enter the room. Have learners match their colors to form platter-chatter groups. Have each group brainstorm to determine what they know concerning catering. List major concepts on platters. Display the platters and discuss concepts and topics which will be covered in class.	Paper plates, ribbon.
1.1.3 outline class organizational procedures and allow learners to assist in planning the course.	
1.1.4 have learners draw a floor plan of the laboratory to assist them in becoming familiar with the location of items. Divide learners into groups and assign each a unit or specific area in the laboratory. Have groups use floor plans to develop a key of where items are located. Post plans in laboratory until learners become familiar with the laboratory.	
1.1.5 invite a caterer to demonstrate the production of a small catered affair for the class. Money may be collected or paid by local funds and the food caterer may offer a reduced rate for advertising purposes. Have learners observe and analyze the experience to set personal course and career goals. Discuss experience in relation to what will take place in the course.	Local caterer.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 examine the organizational and instructional procedures of the course. (Cont'd)	1.1 identify components of the catering industry which will be studied. (Cont'd)
	1.2 explain the need for personal interest, cooperation, and participation in order to achieve full benefits of the training program.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.6 have learners read pp. 333-340 in Exploring professional cooking. Follow with a discussion on the importance of work experience and how it will be implemented in the course. Have learners follow procedures to comply with local laws and regulations concerning work experience.	BOOKS 38 Exploring professional cooking, pp. 333-340.
1.2.1 discuss cooperation with learners. Use Participation demonstration (appendix, p. B-2) to illustrate and emphasize the importance of full class participation.	APPENDIX: Participation demonstration, p. B-2. Aspirin, Alka Seltzer, Bromo Seltzer.
1.2.2 have representatives of HERO and/or local food service organizations share with class their reasons for having selected food service as a career choice	HERO members, members of local food service organizations.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 identify various components of the catering industry including employment opportunities.	2.1 classify catering establishments according to the type of service offered.
	2.2 define food catering as it relates to family oriented catering.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 assist learners to define catering including description, tasks, and working environment of the caterer.	BOOKS 11 The waiter/waitress manual, pp. 104-105. 14 Food service careers, pp. 22, 185. 13 Caterer.
2.1.2 lead a discussion on types of catering establishments including on-premise, off-premise, and accommodator.	BOOKS 43 Successful catering, pp. 6-7.
2.1.3 divide class into groups by the use of Puzzle cut-up grouping (appendix, p. B-3). Allow learners to summarize the functions common to their specific catering establishment. Display puzzles in classroom.	APPENDIX: Puzzle cut-up grouping, p. B-3.
2.2.1 provide learners with A food caterer for family oriented catered affairs (appendix, p. A-1) and discuss: a. the definition b. the difference between regular catering and family oriented catering c. occasions where a food caterer's services may be employed.	APPENDIX: A food caterer for family oriented catered affairs, p. A-1. BOOKS 14 Food service careers, pp. 185-187.
2.2.2 have learners compile a list of all caterers in the local community and discuss the functions they cater. Have learners identify those that may be considered family oriented caterers.	
2.2.3 distribute Terms associated with food catering services (appendix, p. A-2, p. B-4). Have learners fill in puzzle with appropriate terms.	APPENDIX: Terms associated with food catering services, p. A-2. Teacher key, p. B-4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 identify various components of the catering industry including employment opportunities. (Cont'd)	2.3 analyze employment opportunities, trends, and the role of the food caterer in society.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.3.1 arrange to have a panel of experts discuss the growth and trends in the catering business. The panel of experts may consist of a manager of a catering establishment, a representative from an employment service, and a representative from the local restaurant association. A panel of selected learners should direct predetermined questions to the panel. Suggested discussion areas are: a. job equality for the sexes. b. importance of catering and its relation to society. c. need for workers. d. methods of entering the profession. e. reasons for demands.	Representatives from employment service, catering establishments, and restaurant association. BOOKS 43 Successful catering, pp. 1-2.
2.3.2 have learners survey classified ads of local newspapers to determine job opportunities in catering.	
2.3.3 use transparency, Careers in catering (appendix, p. B-5) for sample ladder and lattices in the catering business. Have learners discuss and analyze each job to determine employment opportunities in that area.	APPENDIX: Careers in catering, p. B-5.
2.3.4 summarize with a Catering squares (appendix, p. B-6) game session concerning the role of catering in society.	APPENDIX: Catering squares, p. B-6.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 recognize need for appropriate worker attitudes and behavior.	3.1 compare illustrated attitudes to determine those needed by a successful food caterer.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.1 have learners prepare a bulletin board on "key's to good human relations." Discuss attitudes which contribute to effective employer-employee relationships.	Bulletin board materials.
3.1.2 show Courtesy: Food service is people service and have learners complete study guide. Have learners read and discuss Getting along with others and What employers want.	FILMS 96 Courtesy: Food service is people service. PAMPHLETS 83 Getting along with others. 84 What employers want.
3.1.3 use transparency A short course in good human relations (appendix, p. B-7) to discuss the use of important words in working with others.	APPENDIX: A short course in good human relations, p. B-7.
3.1.4 provide cards stating appropriate worker attitudes. Have learners take turns guessing the attitudes by asking no more than twenty "yes or no" questions about the attitude. Cards may be affixed to learner's backs. See Good worker attitudes (appendix, p. B-8) for examples of attitudes.	APPENDIX: Good worker attitudes, p. B-8. Poster board, lettering equipment, and pins.
3.1.5 divide class into groups and select a chairperson to discuss the causes of conflict among workers, their co-workers, and their customers and how they may be avoided. Have groups develop short role play situations illustrating the areas of conflict identified. Each group should present their report in role play format.	
3.1.6 have learners view Your attitude is catching, complete Film note sheet (appendix, p. A-3), and discuss how an employee might learn from mistakes.	OTHERS 181 Your attitude is catching. APPENDIX: Film note sheet, p. A-3.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 recognize need for appropriate worker attitudes and behavior. (Cont'd)	3.1 compare illustrated attitudes to determine those needed by a successful food caterer. (Cont'd)
	3.2 analyze self work habits.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.7 invite a caterer or food service employer to discuss the importance of having a good attitude toward job and fellow workers in relation to employment opportunities and advancement. The discussion should emphasize that employers often suggest that attitude is more important than job skill for entry level employment.	Caterer or food service employer.
3.1.8 provide learners with a copy of Customer/employee relationship. This is an individual learner booklet that suggests a wide variety of unit learning experiencies.	LEARNING PACKAGES 160 Customer/employee relationship.
3.2.1 distribute Case studies of workers in a catering service (appendix, p. A-4). Have learners find the worker's personal problems, illustrate the causes, and suggest possible solutions to situations depicted in case studies. Have learners discuss their decisions.	APPENDIX: Case studies of workers in a catering service, p. A-4.
3.2.2 show Your job: Fitting in and Your job: You and your boss and have learners complete Film note sheet (appendix, p. A-3). Follow with a class discussion on how a worker might learn from mistakes and the work performance expected by the employer.	FILMS 122 Your job: Fitting in. 123 Your job: You and your boss. APPENDIX: Film note sheet, p. A-3.
3.2.3 have learners fill out Do you qualify? (appendix, p. A-5) and discuss their qualifications for being a successful caterer. Have learners select two questions from the handout that they checked "sometimes" or "seldom" and write out a plan for improving themselves in these areas.	APPENDIX: Do you qualify?, p. A-5.
3.2.4 distribute Tips on working with others (appendix, p. A-6, p. B-9). Have learners fill in the blanks and discuss.	APPENDIX: Tips on working with others, p. A-6. Teacher key, p. B-9.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 perform catering duties following safety rules and regulations.	4.1 draw conclusions concerning appropriate measures to be used in accident prevention.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.1 provide learners with a copy of Foodservice safety. This is an individual learner booklet that offers a wide variety of unit learning experiences.	LEARNING PACKAGES 163 Foodservice safety.
4.1.2 have learners tour a catering establishment observing safe and unsafe practices, and complete Field trip/observation note sheet (appendix, p. A-7).	Catering establishment. APPENDIX: Field trip/observation note sheet, p. A-7.
4.1.3 have learners view and discuss Accidents don't happen stressing the importance of safety and accident prevention. Have learners complete the study guide to aid in discussion.	OTHERS 1[illegible]4 Accidents don't happen.
4.1.4 have learners read Training the food service worker, Ch. 4, Food preparation for hotels, restaurants, and cafeterias, pp. 34-38, or Exploring professional cooking, pp. 122-128, and discuss safety as it applies to the food caterer assistant.	KITS 149 Training the food service worker (student manual), Ch. 4. BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, pp. 34-38. 38 Exploring professional cooking, pp. 122-128.
4.1.5 develop a learning area with films to be viewed by learners at their convenience. Have learners complete Film note sheet: Accident prevention (appendix, p. A-8) for each film viewed.	FILMS 104 Kitchen safety: Preventing cuts and strains. 105 Kitchen safety: Preventing falls. 107 Kitchen safety: Preventing machine injuries. APPENDIX: Film note sheet: Accident prevention, p. A-8.
4.1.6 divide learners into small groups and allow them to discuss how a worker's personal attitude may cause and/or prevent an accident.	BOOKS 22 Introduction to modern food and beverage service, pp. 212-215.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 perform catering duties following safety rules and regulations. (Cont'd)	4.1 draw conclusions concerning appropriate measures to be used in accident prevention. (Cont'd)
	4.2 practice proper body mechanics to prevent accidents and injury.
	4.3 demonstrate fire preventive methods.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.7 have learners develop a bulletin board illustrating "Accidents don't just happen; they are caused and can be prevented."	Bulletin board materials.
4.1.8 show transparencies *Cartoons of accidents* (appendix, pp. B-10 to B-14), portraying an accident which could happen in a catering establishment or use *Cartoon posters*. Have learners write a story about each cartoon telling what happened, how it happened, and how it could have been prevented. Read the stories aloud and discuss ways of preventing the accidents.	APPENDIX: *Cartoons of accidents*, pp. B-10 to B-14. CHARTS 157 *Cartoon posters*. BOOKS 14 *Food service careers*, pp. 304-305.
4.2.1 use the transparency, Body Mechanics, in *Training the food service worker* to have learners discuss the motions involved in correctly lifting, pushing, and pulling items.	KITS 149 *Training the food service worker*, Trans. 8-1.
4.2.2 have learners read Motion Economy in *Training the food service worker*, pp. 8-16 in Ch. 8. Based on reading, have learners suggest ideas for a personal improvement plan.	KITS 149 *Training the food service worker* (student manual), Ch. 8, pp. 8-16.
4.2.3 have learners practice proper body mechanics by performing various tasks of a food caterer such as carrying a loaded tray, lifting supplies, pushing heavy furniture, and pulling loaded service carts.	Tray, supplies, etc.
4.2.4 provide learners with an opportunity to work in a storage area of a food service establishment where they will have the experience of moving items of different weights. Provide *Work experience rating sheet* (appendix, pp. A-9 to A-11).	Food service establishment. APPENDIX: *Work experience rating sheet*, pp. A-9 to A-11. Envelopes.
4.3.1 have learners view and discuss *Kitchen safety: Preventing burns* and *Kitchen safety: Preventing fires*. Have learners complete the study guide to aid in discussion.	FILMS 103 *Kitchen safety: Preventing burns*. 106 *Kitchen safety: Preventing fires*.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 perform catering duties following safety rules and regulations. (Cont'd)	4.3 demonstrate fire preventive methods. (Cont'd)
	4.4 demonstrate first aid for accident victims.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.3.2 invite a representative of a fire department to discuss ways fires start at catering establishments and catered affairs, preventive measures which need to be taken, and procedures to follow in case of fire. Also have representative demonstrate the use of various fire extinguishers, fire buckets, and fire blankets.	Representative from fire department. KITS 149 Training the food service worker (student manual), Ch. 4-16, 4-23. PAMPHLETS 76 Highlights of the national household fire survey.
4.3.3 have learners practice using different kinds of fire extinguishers and fire blankets.	Fire extinguishers and fire blankets.
4.3.4 divide learners into groups of four and have them make up short one act dramas portraying a fire at a catering establishment or a catered event, the possible reactions, and the proper technique for extinguishing the fire. Follow with a discussion and oral critiquing of each presentation.	
4.3.5 arrange to have a fire drill or simulate a fire condition and evacuation. Have learners follow standard procedures.	School or organization administrators, local fire preventive agency.
4.4.1 have learners identify various accidents which might occur in a catering establishment.	
4.4.2 invite a rescue squad member or nurse to demonstrate first aid treatments which caterers could use for accidents happening at catered affairs. Have learners practice several first aid techniques.	Rescue squad member or nurse.
4.4.3 have learners complete First aid kit (appendix, p. A-12).	APPENDIX: First aid kit, p. A-12. BOOKS 37 Home nursing textbook, pp. 145-146.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 perform catering duties following safety rules and regulations. (Cont'd)	4.4 demonstrate first aid for accident victims. (Cont'd)
	4.5 utilize safety habits in the use of tools and equipment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.4.4 have learners demonstrate first aid measures for simulated injuries including minor cuts, bruises, burns, heat exhaustion, shock, bleeding, etc. Use Simulated accidents (appendix, pp. B-15 to B-24) for suggestions on preparing victims.	APPENDIX: Simulated accidents, pp. B-15 to B-24. BOOKS 37 Home nursing textbook, pp. 147-164. First aid supplies, catsup, magic markers.
4.5.1 invite an electrician to speak on safety measures such as circuit breakers, safety buttons, valves, cords, and other safety devices. Have learners practice the operation of each safety device discussed.	Electrician.
4.5.2 demonstrate the correct usage of utensils found in a catering establishment, stressing good safety habits. Examples of utensils are thermometers, peelers, can openers, and graters.	Kitchen tools and utensils.
4.5.3 lead a discussion on safety practices which should be followed in handling cutlery using flipchart, Safe ways to use cutlery (appendix, p. B-25).	APPENDIX: Safe ways to use cutlery, p. B-25. Flipchart.
4.5.4 divide class into groups of twos and have each read the instructions on a different piece of equipment and practice using it safely. For example, read instructions for the slicer and practice slicing a roll of salami. Rotate the groups until each has had the experience of operating all equipment.	Cutlery, slicing equipment, equipment manuals, food.
4.5.5 have learners complete and discuss A personal check list for safety in a catering establishment (appendix, p. A-13).	APPENDIX: A personal check list for safety in a catering establishment, p. A-13.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods.	5.1 recognize sanitation regulations and how they effect food service establishments.
	5.2 identify ways in which food is contaminated.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 have a sanitarian present the complete food handler sanitation program offered by many health departments.	Sanitarian.
5.1.2 lead discussion on how food service establishments often lose business because of unsanitary conditions. Emphasize this as a major cause of losing customers.	BOOKS 6 Kitchen sanitation and food hygiene, pp. 1-3.
5.1.3 have learners do research to determine local sanitation regulations and environmental protection ordinances and their importance. Select a representative group of learners to visit the local health department and/or environmental protection administration to get available data. After research is completed, direct a "Round Robin" discussion to summarize research.	BOOKS 22 Introduction to modern food and beverage service, pp. 203-206. Health department and environmental protection administration.
5.1.4 have learners obtain a health certificate in those locations where they are required for food service employment.	
5.2.1 use petri dishes (agar cultures) contaminated by learner's hands, improper storage, rodents, restroom area, etc. to show bacterial growth. Discuss causes of food-borne diseases. For preparation of cultures see Applied foodservice sanitation, p. 131.	BOOKS 35 Applied foodservice sanitation, p. 131. 47 Sanitary food service, pp. 23-45. Standard method agar culture, contamination samples from restroom, floors, spoiled food, etc.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.2 identify ways in which food is contaminated. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.2.2 have learners view Food-borne illness: Cause and prevention. Discuss how man is frequently the carrier of food-borne disease. Further illustrate point by using ultraviolet (black light) to show how bacteria may be spread. Have learners place fluorescent dye on hands and perform a task such as peeling a potato or setting a table. Red finger paint or colored chalkdust may be substituted if ultraviolet equipment is not available.	FILMSTRIP 132 Food-borne illness: Cause and prevention. Ultraviolet (black light); fluorescent dye (powder liquid), finger paint, or colored chalk, and food, tableware, etc.
5.2.3 have learners view The unwanted four or Sanitation: Why all the fuss and complete the Film note sheet (appendix, p. A-3). Follow with a discussion of the outbreak of different diseases.	FILMSTRIPS 145 The unwanted four. FILMS 116 Sanitation: Why all the fuss. APPENDIX: Film note sheet, p. A-3.
5.2.4 lead a discussion on the conditions which enhance bacterial growth such as moisture, temperature, and improper food handling.	BOOKS 43 Successful catering, pp. 66-68. 6 Kitchen sanitation and food hygiene, Ch. 2. KITS 149 Training the food service worker (student manual), Ch. 2-1, 2-6.
5.2.5 use collected newspaper clippings and magazine articles or have learners recall cases of illnesses caused by improper handling of food and discuss how each might have been prevented; or have learners read and discuss example in Exploring professional cooking, pp. 121-122.	Newspaper clippings and magazine articles. BOOK 38 Exploring professional cooking, pp. 121-122.
5.2.6 have learners view It can happen here or Too close for comfort and complete the Film note sheet (appendix, p. A-3). Follow with a discussion of the depicted food handling mistakes and how they may be avoided.	OTHERS 177 It can happen here. FILMS 90 Too close for comfort. APPENDIX: Film note sheet, p. A-3.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.3 practice sanitary measures necessary in handling food.
	5.4 explain the importance of proper handwashing.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.3.1 provide learner with a copy of *Kitchen sanitation*. This is an individual learning booklet that suggests a variety of learning experiences.	LEARNING PACKAGES 166 *Kitchen sanitation*.
5.3.2 lead discussion on food spoilage by presenting samples of food spoilage or chemical deterioration to illustrate the growth of bacteria.	BOOKS 6 *Kitchen sanitation and food hygiene*, pp. 29-34. KITS 149 *Training the food service worker* (student manual), Lesson 3-7, 3-12.
5.3.3 have learners read and discuss disease and food in *48 ways to foil food infections* or *Training the food service worker*, Ch. 3-2, 3-7. Summarize by writing on the chalkboard the proper ways suggested for handling food.	PAMPHLETS 74 *48 ways to foil food infections*. KITS 149 *Training the food service worker* (student manual), Ch. 3-2, 3-7.
5.3.4 have learners prepare double recipes of several dishes. One dish is stored properly, while the other dish is improperly stored. For example, have learners cover and store one dish of potato salad in refrigerator. The other dish should be left on counter. For other suggestions use *Food care and food storage*, pp. 78-79. Compare results after 1 day, 3 days, and 1 week. (Post warning signs not to consume.)	Food, dishes, kitchen utensils, warning signs. LEARNING PACKAGES 162 *Food care and food storage*, pp. 78-79. BOOKS 6 *Kitchen sanitation and food hygiene*, Ch. 3.
5.4.1 discuss with learners the procedures for hand washing, using transparency in *Training the food service worker*, Lesson 2.	KITS 149 *Training the food service worker*, Lesson 2.
5.4.2 have learners observe a demonstration of the correct procedure for washing hands.	BOOKS 37 *Home nursing textbook*, pp. 182-184.
5.4.3 have learners summarize by washing hands properly and telling the importance of using the proper method.	BOOKS 38 *Exploring professional cooking*, pp. 133-134.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.5 compare the difference between manual and machine dishwashing.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.5.1 show Care and handling of dishes. Have learners complete the Film note sheet (appendix, p. A-3) and discuss the points covered.	OTHERS 175 Care and handling of dishes. APPENDIX: Film note sheet, p. A-3.
5.5.2 adapt the curriculum materials in Home care (includes dishwashing section), pp. 33-54, and use to teach the dishwashing concept.	CURRICULUM MATERIALS 64 Home care (includes dishwashing section), pp. 33-54. BOOKS 32 Simplified manual for cooks, p. 62. 47 Sanitary food service, pp. 59-69.
5.5.3 provide learners with a copy of Dishwashing procedures. This is an individual learner booklet that offers a wide variety of unit learning experiences.	LEARNING PACKAGES 161 Dishwashing procedures.
5.5.4 have learners visit a local cafeteria to view the procedures in manual and machine dishwashing. Have dishwasher explain each step as it is taken suggesting amounts of detergent used and stating the recommended water temperature for washing and rinsing; or have learners view Machine dishwashing or Mr. dish machine operator. Have learners complete the Film note sheet (appendix, p. A-3) if films are used.	School or local cafeteria. OTHERS 178 Machine dishwashing. FILMS 110 Mr. dish machine operator. APPENDIX: Film note sheet, p. A-3.
5.5.5 invite a consultant from a local jewelry store or china company to talk with learners about the care of fine china, crystal, and silver.	Local jewelry or china store consultant.
5.5.6 assist learners in developing a dishwashing schedule. Each learner should have an opportunity to wash dishes by hand, operate various home model dishwashers, and operate a mechanical dishwasher designed for commercial establishments.	Dishwashing equipment, food service establishments.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.6 perform cleaning and sanitizing techniques for catering equipment.
	5.7 utilize proper method of waste disposal.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.6.1 provide learners with a copy of Cleaning and sanitation. This is an individual learning booklet that suggests a variety of unit learning experiences.	LEARNING PACKAGES 159 Cleaning and sanitation.
5.6.2 demonstrate techniques of cleaning and sanitizing different pieces of equipment. After the demonstration, a specific amount of laboratory time should be allowed for learners to practice and ask questions.	Equipment instruction manuals and equipment.
5.6.3 have learners draw numbers and demonstrate cleaning the equipment which corresponds to their number. Have learners use Equipment cleaning check list (appendix, p. A-14) to evaluate cleaning procedures.	APPENDIX: Equipment cleaning check list, p. A-14.
5.7.1 define kinds of waste according to the material of which they are composed.	BOOKS 36 A school food service sanitation: A manual for food service employees, p. 28. KITS 149 Training the food service worker, Lesson 3-12, 3-13.
5.7.2 demonstrate the removal and storage of waste and the lining of waste receptacles.	Assorted liners.
5.7.3 have health inspector/sanitarian talk on "The importance of proper garbage disposal."	Local health inspector/sanitarian.
5.7.4 utilize a resource person from the local city maintenance department to explain the method of waste disposal used and the procedure for taking advantage of the city's service of garbage collection.	Local city maintenance personnel.
5.7.5 demonstrate the correct methods of garbage and refuse disposal. Develop a schedule for learners to perform the task of disposing of laboratory refuse.	BOOKS 32 Simplified manual for cooks, p. 63.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.8 utilize proper methods for pest control.
	5.9 perform cleaning and sanitizing of catering facilities.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.8.1 have learners read about pest control in Exploring professional cooking and view Flies, filth, and food. Have learners complete the Film note sheet (appendix, p. A-3) to aid in discussing points covered in film.	BOOKS 38 Exploring professional cooking. OTHERS 176 Flies, filth, and food. APPENDIX: Film note sheet, p. A-3.
5.8.2 lead discussion on pests commonly found in food service establishments, dangers raised by certain pests, and ways to control different pests.	BOOKS 47 Sanitary food service, pp. 74-82. KITS 149 Training the food service worker, Lesson 3-1, 3-7.
5.8.3 display insecticides commonly used in food service establishments and discuss their proper use.	KITS 149 Training the food service worker, Lesson 3-3, 3-4.
5.9.1 adapt curriculum materials in Home care (includes dishwashing section) to illustrate on- and off-premise cleaning which a food caterer assistant must perform.	CURRICULUM MATERIALS 64 Home care (includes dishwashing section).
5.9.2 have learners read for background information on general cleaning procedures in Successful catering, pp. 100-101, Catering handbook, pp. 42-43, Simplified manual for cooks, pp. 9-10, and Training the food service worker, Ch. 4-1, 4-10.	BOOKS 43 Successful catering, pp. 100-101. 50 Catering handbook, pp. 42-43. 32 Simplified manual for cooks, pp. 9-10. KITS 149 Training the food service worker, Ch. 4-1, 4-10.
5.9.3 have learners brainstorm in "shotgun fashion" to compile a list of all the tasks needed to clean both on- and off-premise facilities.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.9 perform cleaning and sanitizing of catering facilities. (Cont'd)
	5.10 practice sanitary techniques which a food caterer assistant must perform.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.9.4 have learners use General guidelines for cleaning catering facilities (appendix, p. A-15) to prepare a chart illustrating the steps used in cleaning. Display chart in the laboratory for future reference.	APPENDIX: General guidelines for cleaning catering facilities, p. A-15. BOOKS 39 Work simplification in food service. Flip chart, markers.
5.9.5 invite a professional floor cleaner to demonstrate methods of cleaning various floors and walls.	Professional floor cleaner, representative of a janitoral service, or school custodian.
5.9.6 distribute samples of surfaces which must be cleaned by a caterer assistant. Have learners suggest ways to clean each.	KITS 149 Training the food service worker (student manual), Ch. 4-4, 4-5.
5.9.7 assign each learner a specific cleaning task which a caterer assistant might perform. Have learners use General guidelines for cleaning catering facilities (appendix, p. A-15) as a frame of reference to write specific steps in performing the assigned task.	APPENDIX: General guidelines for cleaning catering facilities, p. A-15.
5.10.1 have learners repeat petri dish experiment performed in strategy 5.2.1, this time using appropriate sanitation measures to avoid contamination. Compare cultures from first and second experiments.	Standard method agar culture, contamination samples from restroom, floors, spoiled food, etc.
5.10.2 provide an opportunity for each learner to work in a local food service establishment performing cleaning and sanitation tasks such as dishwashing, cleaning restrooms, disposing of waste, and cleaning equipment. Provide learners with Work experience rating sheet (appendix, pp. A-9 to A-11).	Food service establishments. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize sanitation measures in handling foods. (Cont'd)	5.10 practice sanitary techniques which a food caterer assistant must perform. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.10.3 have learners study Inspection form for food handling establishments (appendix, pp. A-16 to A-19) to determine the caterer assistant's responsibility in meeting sanitation standards. Have learners inspect the laboratory and clean it to meet standards specified by the asterisks on the inspection form.	APPENDIX: Inspection form for food handling establishments, pp. A-16 to A-19.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate essential personal hygiene practices.	6.1 differentiate between desirable and undesirable personal hygiene practices.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 have learners view and discuss Personal hygiene or The smart waitress. Follow by having learners fill out and discuss "a good grooming check-list" in Seminar on sanitation: Unit 2.	SLIDES 154 Personal hygiene. FILMSTRIPS 144 The smart waitress. CURRICULUM MATERIALS 69 Seminar on sanitation: Unit 2, Appendices F-H.
6.1.2 have learners read and discuss personal hygiene in Training the food service worker, Lesson 2, or The waiter/waitress manual, pp. 76-79.	KITS 149 Training the food service worker, Lesson 2. BOOKS 1 The waiter/waitress manual, pp. 76-79.
6.1.3 divide learners into small groups to develop skits portraying good and poor grooming habits. Have learners present their skits. Possible situations are: a. worker with dirty hands and nails. b. worker who is extremely overweight.	
6.1.4 have learners underline the good grooming habits and circle the poor grooming habits using The diary of a mod caterer (appendix, p. A-20, p. B-26). Discuss the grooming points covered in the diary.	APPENDIX: The diary of a mod caterer, p. A-20. Teacher key, p. B-26.
6.1.5 have learners view How you look when it counts and complete Film note sheet (appendix, p. A-3). Lead a discussion on the importance of a catering employee following good personal hygiene practices. Discuss topics such as: a. employees represent the business they work for. b. initial contact with an employee sets the mood for the customer. c. employee's personal hygiene habits can help or hinder service provided by a business.	FILMSTRIPS 139 How you look when it counts. APPENDIX: Film note sheet, p. A-3. BOOKS 47 Sanitary food service, pp. 51-55.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate essential personal hygiene practices. (Cont'd)	6.2 identify appropriate attire and appearance for a food caterer.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.1 use transparency A well groomed caterer (appendix, p. B-27) to have learners view and discuss proper attire.	APPENDIX: A well groomed caterer, p. B-27.
6.2.2 invite a catering employee or a uniform agency representative to discuss and show uniforms and appropriate clothing for the food caterer.	Local catering employee, uniform agency representative.
6.2.3 have learners list items of appropriate dress other than uniforms which can be used at different catered affairs.	BOOKS 50 Catering handbook, pp. 52-55.
6.2.4 have learners list reasons for protecting hair when working in a catering establishment.	
6.2.5 invite a cosmetologist/barber or trainees from a beauty/barber school to demonstrate attractive ways of wearing hair, using hair covers, appropriate makeup, and proper handcare.	Local cosmetologist, barber, or beauty or barber school trainees.
6.2.6 have learners conduct an "employee's grooming clinic." Allow learners to work together to practice grooming procedures.	Grooming supplies.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 demonstrate the use and care of catering equipment.	7.1 identify different types of catering equipment.
	7.2 associate different types of equipment with specific tasks to be performed.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.1 have learners read Successful catering, pp. 32-62, or Food service careers, pp. 103-111, for background information on types of catering equipment. Divide learners into three groups and have them use List of catering equipment (appendix, p. A-21) to classify items as kitchen, guest service, and transportation equipment. Review list and announce the group which has the most correct answers. Award chef hats to winners.	BOOKS 43 Successful catering, pp. 32-62. 14 Food service careers, pp. 103-111. APPENDIX: List of catering equipment, p. A-21.
7.1.2 have learners use equipment catalogs to develop a bulletin board illustrating different brands, models, and types of catering equipment.	Equipment catalogs, other bulletin board materials.
7.2.1 have learners view All about knives and carving, complete the Film note sheet (appendix, p. A-3), and discuss kinds and uses of knives. In the discussion re-emphasize safe use of cutlery equipment.	FILMSTRIPS 134 All about knives and carving. APPENDIX: Film note sheet, p. A-3.
7.2.2 have learners practice using several kinds of knives to perform different slicing tasks. Discuss and compare results.	Different knives and materials to be sliced.
7.2.3 have learners view All about cookware, complete the Film note sheet (appendix, p. A-3), and discuss how to select, use, and care for cookware.	FILMSTRIPS 133 All about cookware. APPENDIX: Film note sheet, p. A-3.
7.2.4 lead discussion on the selection of appropriate equipment for the task to be performed. Have learners complete Choosing the proper equipment for the cooking job (appendix, pp. A-22 to A-25, p. B-28). Summarize session by having students prepare three samples of a cake mix. Bake one in the right size pan, one in a pan too small (bake over a pan of water), and one in a pan too large. Compare results.	APPENDIX: Choosing the proper equipment for the cooking job, pp. A-22 to A-25. Teacher key, p. B-28.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 demonstrate the use and care of catering equipment. (Cont'd)	7.2 associate different types of equipment with specific tasks to be performed. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.2.5 lead discussion on the versatility of equipment and how the food caterer working in a small catering business may have to be flexible in using the limited equipment available. Have learners suggest different ways and equipment which can be used to cook foods such as chicken, vegetables, etc. Have learners vote on the most versatile pieces of equipment. Divide learners into pairs and have them complete preparation activities. Use Versatile equipment laboratory ideas (appendix, p. B-29) for suggested activities.	APPENDIX: Versatile equipment laboratory ideas, p. B-29. BOOKS 32 Simplified manual for cooks, pp. 89-90. Food for laboratory.
7.2.6 have learners research large equipment that performs a particular function such as warming equipment, refrigeration units, dispensers, mobile equipment. Have learners report on researched equipment. Assign a listening team to take notes on each report so other class members may give full attention to reporters. Have reports edited and duplicated to be used for notebook references.	Library. Equipment catalogs.
7.2.7 have an "Equal Time Show" with representatives of a gas and an electric company to demonstrate the types of large equipment available which would be suitable for use in family oriented catering.	Equipment company representatives.
7.2.8 use classroom examples or pictures to contrast large equipment which would or would not be suited for use in the family oriented catering establishment using the Catering handbook, pp. 33-43, as a guide.	BOOKS 50 Catering handbook, pp. 33-43. Large equipment or pictures of equipment.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 demonstrate the use and care of catering equipment. (Cont'd)	7.3 demonstrate the use of equipment.
	7.4 illustrate steps to be used in preventive maintenance and care of catering equipment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.3.1 divide learners into pairs. Assign each pair of learners a piece of equipment and the appropriate instruction manual. Let learners study manual as teacher goes to each group demonstrating operation of the equipment or answering questions. Allow laboratory time for learners to become familiar with the operation of all equipment. Special emphasis should be placed on equipment that might be used for off-premise and home kitchens. Use List of catering equipment (appendix, p. A-21) for ideas of equipment which should be included in laboratory.	Equipment and instructional manuals. APPENDIX: List of catering equipment, p. A-21.
7.3.2 have a representative demonstrate the use of a microwave oven or present materials in Marvels of microwave.	Local utilities or microwave company representative. KITS 148 Marvels of microwave.
7.4.1 use transparency, Preventive maintenance and care (appendix, p. B-30) and provide discussion on each point covered.	APPENDIX: Preventive maintenance and care, p. B-30.
7.4.2 have class develop a booklet on preventive maintenance and care of classroom equipment using Equipment operation and care outline (appendix, p. A-26). Place booklet in laboratory area for future use.	APPENDIX: Equipment operation and care outline, p. A-26.
7.4.3 have learners develop ideas for bulletin boards that promote preventive maintenance and care of equipment.	Bulletin board materials.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 apply procedures for maintaining quality of transported and stored food.	8.1 recognize temperature ranges for safely holding hot and cold foods.
	8.2 list factors to consider in storage of supplies and food.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.1.1 have learners set up an experiment to contaminate three slides with bacteria. One should be kept above 140°F, one below 40°F, and one at room temperature. Have learners examine the slides after one hour and compare bacterial growth.	Slides, microscope.
8.1.2 distribute Hot facts about food protection and Cold facts about food protection. Have learners read and discuss points covered.	PAMPHLETS 80 Hot facts about food protection. 79 Cold facts about food protection.
8.1.3 discuss preferred storage temperatures and time limits using Food care and food storage, pp. 73-77.	LEARNING PACKAGES 162 Food care and food storage, pp. 73-77.
8.2.1 show film, Receiving and storing, and have learners complete the study guide. Summarize points covered by writing them on the board.	FILMS 113 Receiving and storing.
8.2.2 provide learners with a copy of Food care and food storage. This is an individual learner booklet that offers a wide variety of learning experiences.	LEARNING PACKAGES 162 Food care and food storage.
8.2.3 have learners study rules for cold and dry storage in food service, etc.	BOOKS 51 Food service in institutions, pp. 85-90. 38 Exploring professional cooking, pp. 77-80.
8.2.4 display foods generally stored in refrigerated space and discuss the need for differences in temperature, moisture, and storing procedures. Have learners practice storing a variety of foods such as breads, cakes and cookies, canned goods, hamburger, and fruits.	BOOKS 51 Food service in institutions, pp. 85-90. 38 Exploring professional cooking, pp. 77-80. Items for display. Items for storing.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 apply procedures for maintaining quality of transported and stored food. (Cont'd)	8.2 list factors to consider in storage of supplies and food. (Cont'd)
	8.3 describe the effects that proper handling has on maintaining food quality including nutritional value.
	8.4 explain what equipment should be included in a mobile unit.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.2.5 have learners inventory foods and supplies in foods laboratory to see if storage procedure meets guidelines stated on Plan for storing food and supplies (appendix, pp. A-27 to A-28). Learners should replace food and supplies after inventory is completed.	APPENDIX: Plan for storing food and supplies, pp. A-27 to A-28. KITS 149 Training the food service worker (student manual), Ch. 7-9, 7-18.
8.2.6 have learners observe school cafeteria or catering establishment storage facilities noting safety practices in relation to time and energy saved. Provide Field trip/observation note sheet (appendix, p. A-7).	School cafeteria, catering establishment. APPENDIX: Field trip/observation note sheet, p. A-7.
8.2.7 provide opportunity for learners to work in the storage department of a food service establishment. Provide Work experience rating sheet (appendix, pp. A-9 to A-11).	Food service establishments. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.
8.3.1 have learners read in The waiter/waitress manual, pp. 50-51, for an overview of the importance of proper handling of food.	BOOKS 1 The waiter/waitress manual, pp. 50-51.
8.3.2 assign Storing and serving food right (appendix, pp. A-29 to A-30) to groups of learners. Each group should prepare two identical servings of food. One should be handled to maintain the quality of the product and the other should be handled inappropriately. Have learners discuss the results from the score card. Emphasize protection of the nutritional value of foods.	APPENDIX: Storing and serving food right, pp. A-29 to A-30. Food for laboratory.
8.4.1 have a caterer bring a mobile unit to campus and demonstrate the use and care of all transportation equipment.	Mobile catering unit.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 apply procedures for maintaining quality of transported and stored food. (Cont'd)	8.4 explain what equipment should be included in a mobile unit. (Cont'd)
	8.5 list procedures used in packing items for transporting.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.4.2 lead discussion on items which should be included in the mobile unit. Pay special attention to packing list in Successful catering, pp. 89-93. Have learners brainstorm to determine what equipment may be substituted if specialized mobile catering equipment is not available (i.e. van instead of catering truck, adequate coolers instead of mobile refrigeration).	BOOKS 43 Successful catering, pp. 89-93.
8.5.1 divide learners into buzz groups. Based on observation of caterer's equipment in previous activities have learners make lists of different kinds of carriers (insulated food carriers, china boxes or racks) and different types of moving equipment (handcarts, mobile racks).	BOOKS 43 Successful catering. pp. 60-61. 5 Focus of profitable catering, pp. 50-51.
8.5.2 assign groups of learners to obtain pictures of china boxes, glass racks handcarts, mobile racks, etc. from equipment catalogs and explain their function to the class.	Pictures of packaging and equipment catalogs. BOOKS 28 Catering, pp. 17-18.
8.5.3 lead discussion on packing food securely.	
8.5.4 have learners list on chalkboard articles used to protect and hold items stationary in transit such as mats, blocks, belts, hooks, etc. using equipment catalogs and observational experience.	BOOKS 28 Catering, pp. 17-18. Equipment catalogs.
8.5.5 supply fragile items used in catering and demonstrate storing and securing them for transport. Have learners practice packing items used in catering.	Items for packaging and packing.
8.5.6 provide an opportunity for learners to work with a caterer delivering food for catered events.	Caterer.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks.	9.1 identify parts of a salad.
	9.2 recognize the need for variety in salad making.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.1.1 use Post secondary food service guide to develop instruction for entire competency, or provide learners with a copy of Salad preparation. This is an individual learner booklet that offers a wide variety of learning experiences.	CURRICULUM MATERIALS 58 Post secondary food service guide. LEARNING PACKAGES 167 Salad preparation.
9.1.2 have learners view and discuss the transparency, "Build a salad," in Training the food service worker, Lesson 20, to identify the parts of a salad.	KITS 149 Training the food service worker, Lesson 20.
9.1.3 reinforce learning by having learners define and identify the basic parts of a salad such as base, body, dressing, and garnish, using Food preparation for hotels, restaurants, and cafeterias, pp. 125-126, Simplified manual for cooks, pp. 139-140, and Exploring professional cooking, Ch. 9.	BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, pp. 125-126. 32 Simplified manual for cooks, pp. 139-140. 38 Exploring professional cooking, Ch. 9.
9.2.1 have learners keep a record of the different kinds of salads they eat in a one-week period. Compile the lists to develop a master list of salads eaten in different families. Brainstorm to determine which of the salads would and would not be suitable for use at a catered affair.	
9.2.2 have learners brainstorm to determine how salads may be grouped and used in the menu. Use chalkboard to contrast the several different ways each salad may be classified.	BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, pp. 124-125. 14 Food service careers, pp. 132-134.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.2 recognize the need for variety in salad making. (Cont'd)
	9.3 prepare a variety of salads.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.2.3 have learners visit a cafeteria where they can observe an array of different salads and salad making procedures. Learners should attempt to identify as many salads as possible and note the different parts included. Provide Field trip/observation note sheet (appendix, p. A-7).	Cafeterias. APPENDIX: Field trip/observation note sheet, p. A-7.
9.3.1 have learners view Salad preparation, A cool head for salads, or Salad: Versatility plus, complete the Film note sheet (appendix, p. A-3), and discuss points covered.	FILMS 91 Salad preparation. 93 A cool head for salads. FILMSTRIPS 128 Salad: Versatility plus. APPENDIX: Film note sheet, p. A-3.
9.3.2 have learners view Lights! Camera! Lettuce! After film, demonstrate how to prepare salad greens, core lettuce, and make lettuce cups. Display types of greens which may be used in salads. Discuss proper preparation and storage of salad greens.	FILMS 127 Lights! Camera! Lettuce! Food for demonstration. BOOKS 38 Exploring professional cooking, pp. 168-171. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 127-128.
9.3.3 divide class in groups for salad laboratory. Have each group prepare one of the following kinds of salads: a. main dish b. accompaniment c. fruit d. other Conduct a tasting session where each learner has an opportunity to sample prepared salads. Use Salad check sheet (appendix, p. A-31) to evaluate the products.	Food for preparing salads. APPENDIX: Salad check sheet, p. A-31.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.3 prepare a variety of salads. (Cont'd)
	9.4 prepare a variety of salad dressings.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.3.4 have learners react to the statement "molds are not always made from jello." Discuss the principles to follow in preparing gelatin molds and other molded salads. Demonstrate how to prepare and unmold gelatin salads. Discuss the use of fancy molds in salad making.	BOOKS 19 *Food preparation for hotels, restaurants, and cafeterias*, pp. 150-156. 38 *Exploring professional cooking*, pp. 179-182. Food and containers for demonstration.
9.3.5 have learners look through cookbooks or magazines to find examples of molded salads.	Cookbooks or magazines.
9.3.6 have learners prepare a variety of gelatin salads. Use *Salad check sheet* (appendix, p. A-31) to evaluate the products.	Food for preparing gelatin salads. APPENDIX: *Salad check sheet*, p. A-31.
9.3.7 select one main dish salad and demonstrate how variations can be obtained. For example, make several variations of potato salad.	Food for demonstration.
9.4.1 lead learners in discussing the kinds and uses of dressing and the basic ingredients in dressing.	BOOKS 19 *Food preparation for hotels, restaurants, and cafeterias*, pp. 129-132. 38 *Exploring professional cooking*, pp. 182-184.
9.4.2 have learners discuss the advantages and disadvantages of using prepared and commercial dressings.	
9.4.3 have learners prepare a variety of salad dressings, taste prepared dressings, and discuss which dressing to use on different types of salads. Have learners use *Salad dressing check sheet* (appendix, p. A-32), and store salad dressings for future use.	Ingredients for preparing dressings. APPENDIX: *Salad dressing check sheet*, p. A-32.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.4 prepare a variety of salad dressings. (Cont'd)
	9.5 create various garnishes and edible centerpieces that might be used for catered affairs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.4.4 have learners plan, arrange, and serve a simple salad luncheon for a group other than class. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate experience.	Foods for laboratory. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
9.4.5 provide an opportunity for learners to work at the salad station at a catering or food service establishment. Provide Work experience rating sheet (appendix, pp. A-9 to A-11).	Catering and food service establishments. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.
9.5.1 identify several magazines and books on garnishes which learners might look through for ideas of garnishes and centerpieces. Have learners list suggestions on chalkboard under the headings of vegetables, fruits, and miscellaneous.	Magazines such as Institute, Volume Feeding; Food Merchandizing; Bon Appetit; Food Executive; Food and Lodging Hospitality. BOOKS 42 Professional chef: Art of garde manger, pp. 12-22. 50 Catering handbook, pp. 146-172. 16 Buffet catering, pp. 30-42. 14 Food service careers, pp. 130-131.
9.5.2 ask learners to form buzz groups for explaining purposes of edible garnishes and centerpieces. Bring groups together for class discussion.	
9.5.3 have learners view All about garnishes to get ideas on ways to give food individuality, color, and luxury. Have learners complete the Film note sheet (appendix, p. A-3) to aid in discussion.	FILMSTRIPS 135 All about garnishes. APPENDIX: Film note sheet, p. A-3.
9.5.4 have learners identify at least ten garnishes that could be used on catered foods.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.5 create various garnishes and edible centerpieces that might be used for catered affairs. (Cont'd)
	9.6 identify different kinds of appetizers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.5.5 demonstrate various types of garnishes for hot foods, cold meats, canapes, etc. which are widely used in menus for catered affairs.	BOOKS 50 Catering handbook, pp. 146-172. 16 Buffet catering, pp. 30-42. 42 Professional chef: Art of garde manger, pp. 12-22. Food to prepare garnishes.
9.5.6 invite a chef who specializes in food decoration to demonstrate several edible centerpieces such as egg plant penguin, fruit basket, etc.	Chef.
9.5.7 have each learner create at least one type of garnish or edible centerpiece. Use Check sheet for garnishes (appendix, p. A-33) to evaluate products.	Food to prepare garnishes. APPENDIX: Check sheet for garnishes, p. A-33.
9.6.1 use the transparency Appetizers (appendix, p. B-34) to lead learners in defining and classifying different appetizers.	APPENDIX: Appetizers, p. B-34. BOOKS 14 Food service careers, p. 154. CURRICULUM MATERIALS 66 Commercial cooking curriculum guide, pp. 168-169.
9.6.2 have learners use Food service careers, pp. 154-155, or Food preparation for hotels, restaurants, and cafeterias, pp. 84-108, to suggest items which may be used as appetizers. Have learners distinguish between hors d'oeuvres, canapes, relishes, etc.	BOOKS 14 Food service careers, pp. 154-155. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 84-108.
9.6.3 have learners collect pictures and develop a bulletin board illustrating the different classifications of appetizers.	Bulletin board materials.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.7 prepare a variety of quality appetizers.
	9.8 identify kinds of sandwiches.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.7.1 display a variety of commercially prepared foods which may be used for appetizers. Discuss the use of the displayed items. After discussion, have learners use items to prepare attractively arranged appetizer trays. Use Appetizer/sandwich tray check sheet (appendix, p. A-34) to evaluate products.	Commercially prepared appetizers. APPENDIX: Appetizer/sandwich tray check sheet, p. A-34.
9.7.2 have learners look through catering books and recipe books and find examples of cold and hot appetizers. As they look, have them notice how foods are prepared and how they may be served.	Recipe and catering books. BOOKS 16 Buffet catering, pp. 15, 48-55, 56-74.
9.7.3 discuss and demonstrate production and service of cold and hot appetizers.	BOOKS 16 Buffet catering, pp. 48-55, 56-74. Food for demonstration.
9.7.4 have groups of three learners prepare a hot and a cold appetizer, set up a small buffet, and serve their productions to faculty and staff members. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the experience.	Ingredients for preparing appetizers. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
9.8.1 define and show examples (pictures or real) of the five types of sandwiches using for guidelines Food preparation for hotels, restaurants, and cafeterias, p. 89, Food service careers, pp. 134-135, 170, and Exploring professional cooking, pp. 187-193.	BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, p. 89. 14 Food service careers, pp. 134-135, 170. 38 Exploring professional cooking, pp. 187-193.
9.8.2 provide learners with a copy of Sandwich preparation. This is an individual learner booklet that offers a wide variety of learning experiences.	LEARNING PACKAGES 168 Sandwich preparation.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.8 identify kinds of sandwiches. (Cont'd)
	9.9 utilize basic sandwich preparation techniques.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.8.3 have learners visit bakery or bake shop of supermarket to observe the different kinds of bread available. Provide Field trip/observation note sheet (appendix, p. A-7).	Bakery or supermarket. APPENDIX: Field trip/observation note sheet, p. A-7.
9.8.4 lead learners in discussing the different kinds of sandwich spreads which may be used and the advantage of each.	
9.9.1 have learners view and discuss Sandwiches: Versatility plus. Have learners complete Film note sheet (appendix, p. A-3) to aid in discussion.	FILMSTRIPS 129 Sandwiches: Versatility plus, APPENDIX: Film note sheet, p. A-3.
9.9.2 display and discuss equipment needed for making sandwiches. Emphasize the use of the scoop to maintain portion control.	BOOKS 38 Exploring professional cooking, p. 194.
9.9.3 have learners examine steps to follow when preparing large quantities of sandwiches by reading in Exploring professional cooking, pp. 194-197, Food preparation for hotels, restaurants, and cafeterias, pp. 87-89, Food service, pp. 171-178, or Food service careers, pp. 134-137.	BOOKS 38 Exploring professional cooking, pp. 194-197. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 87-89. 18 Food service, pp. 171-178. 14 Food service careers, pp. 134-137.
9.9.4 have learners prepare various types of sandwiches, keeping in mind points to consider when making sandwiches and using the stack method for 30 sandwiches in Quantity food production management, pp. 153-154. Have learners complete Sandwich check sheet (appendix, p. A-35) to evaluate products.	Food for preparing sandwiches. CURRICULUM MATERIALS 60 Quantity food production management (instructor's guide), pp. 153-154. APPENDIX: Sandwich check sheet, p. A-35.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.9 utilize basic sandwich preparation techniques. (Cont'd)
	9.10 prepare a variety of quality soups, sauces, and stocks.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.9.5 have learners choose a situation such as a bridal shower, going away party, bridge club, etc. and tell the type of sandwiches they might serve, giving the shapes, sizes, and fillings, and noting when they would be prepared.	BOOKS 14 Food service careers, pp. 134-135, 168-172.
9.9.6 attempt to arrange actual catering affair where learners may be able to provide the sandwiches.	Catering contracts for specified sandwiches.
9.9.7 have learners prepare attractively arranged platters of foods for guests to assemble their own sandwiches (bread, meats, spreads, etc.).	Food for sandwiches.
9.9.8 lead discussion on wrapping, holding, storing, and transporting sandwiches.	BOOKS 38 Exploring professional cooking, p. 196.
9.9.9 provide an opportunity for learners to assist at the sandwich station in a catering food service establishment. Provide Work experience rating sheet (appendix, pp. A-9 to A-11).	Catering or food service establishment. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.
9.10.1 arrange to have two learners record the dialogue from the introduction to soups and stocks in Exploring professional cooking, p. 269. Play the tape to class and discuss.	Tape recorder. BOOKS 38 Exploring professional cooking, p. 259.
9.10.2 have learners use The stock pot: Soup, sauce, and stock terms (appendix, p. A-36) to define terms.	APPENDIX: The stock pot: Soup, sauce, and stock terms, p. A-36.
9.10.3 demonstrate the preparation of the basic stocks and sauces. Discuss how these may be adapted and used in other dishes.	BOOKS 38 Exploring professional cooking, Ch. 12. 19 Food preparation for hotels, restaurants, and cafeterias, Ch. 2, 15.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 demonstrate procedures for preparing appetizers, salads, garnishes, sandwiches, and soups and stocks. (Cont'd)	9.10 prepare a variety of quality soups, sauces, and stocks. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.10.4 divide learners into groups and have them prepare basic stocks and sauces. Have learners use stocks to prepare various soups. Have a soup and sandwich luncheon and invite members of FHA, HERO, or local restaurant associations. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the experience.	Ingredients for soups, sauces, and stocks. FHA, HERO, local restaurant association. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
9.10.5 have learners use The basic sauces (appendix, p. A-37) to develop dishes which may be created using basic sauces. After learners complete activity, display A whole new concept in cooking. Have learners use sauces prepared in Strategy 9.10.4 to prepare one of the dishes on their charts.	APPENDIX: The basic sauces, p. A-37. Foods for laboratory. CHARTS 155 A whole new concept in cooking.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 demonstrate procedures for preparing entrees and side dishes.	10.1 recognize appropriate methods for preparing entrees and side dishes.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.1.1 have learners view Using standardized recipes or show actual recipe examples. Have learners complete the study guide and discuss the use of these recipes.	FILMS 120 Using standardized recipes. Examples of standardized recipes. BOOKS 38 Exploring professional cooking, Ch. 7.
10.1.2 provide examples of large quantity standardized and regular recipes for learners to examine and compare. Discuss the advantages of both for use by the family oriented caterer.	BOOKS 53 Professional chef's catering recipes. Examples of large quantity standardized and regular recipes.
10.1.3 prepare a transparency illustrating the eight basic methods of preparing hot food using chart in Training the food service worker, Lesson 11-2. Discuss each method.	KITS 149 Training the food service worker, Lesson 11-2.
10.1.4 have learners view The names in cooking game, complete the Film note sheet (appendix, p. A-3), and do the game in the package.	FILMSTRIPS 136 The names in cooking game. APPENDIX: Film note sheet, p. A-3.
10.1.5 provide a discussion on dry and moist heat cooking methods and where each is most appropriate. Use available visuals to supplement discussion or show Braising and stewing, Broiling, and Roasting. Have learners complete the study guides to aid in discussion.	BOOKS 14 Food service careers, p. 119. 38 Exploring professional cooking, pp. 206-213, 251-267. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 48-70. FILMS 94 Braising and stewing. 95 Broiling. 114 Roasting.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 demonstrate procedures for preparing entrees and side dishes. (Cont'd)	10.1 recognize appropriate methods for preparing entrees and side dishes. (Cont'd)
	10.2 identify points to consider when selecting meats for entrees.
	10.3 utilize appropriate methods of preparing meats.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.1.6 lead a discussion on the importance of understanding cooking vocabulary. Follow with a Food preparation terms spelling and definition bee (appendix, p. B-35) using recipe and food preparation terms found in suggested references.	BOOKS 14 Food service careers, pp. 117, 180-183. 38 Exploring professional cooking, pp. 200-251. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 49-70, 653, 665. APPENDIX: Food preparation terms spelling and definition bee, p. B-35.
10.2.1 arrange a visit to a grocery store meat department so that learners may view actual cuts of meat.	Local grocery store meat department.
10.2.2 have learners prepare a bulletin board using charts to show cuts of meat. Include charts of beef, lamb, poultry, pork, and pictures of seafoods.	BOOKS 38 Exploring professional cooking, pp. 202-206, 221-224. Meat charts and pictures of seafoods.
10.2.3 lead a discussion of other animals whose flesh is commonly used for food which may not be familiar to learners.	CURRICULUM MATERIALS 60 Quantity food production management (instructor's guide), p. 95.
10.2.4 demonstrate and provide a discussion on the traits of good quality meat. Include in the discussion such traits as tenderness, cut, conformation, finish, marbling, and color.	BOOKS 38 Exploring professional cooking, pp. 214-215.
10.3.1 lead discussion on the proper cooking of meats. Emphasize this point by giving a demonstration using Proper cooking of meat (appendix, p. B-36). Have learners use Meat evaluation sheet (appendix, p. A-38) to discuss the results.	Meat and equipment for demonstration. APPENDIX: Proper cooking of meat, p. B-36. APPENDIX: Meat evaluation sheet, p. A-38.
10.3.2 have learners look through cookbooks to find recipes using each method of cooking meats.	Cookbooks.

COMPETENCIES	OBJECTIVES
The learners will be able to:	**The learners will:**
10 demonstrate procedures for preparing entrees and side dishes. (Cont'd)	**10.3 utilize appropriate methods of preparing meats. (Cont'd)**
	10.4 prepare non-meat entrees.

	SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
	The teacher will:	
10.3.3	divide learners into groups and have each group prepare a meat entree using one of the cooking methods. After tasting session, have learners evaluate meats prepared using Meat evaluation sheet (appendix, p. A-38).	Ingredients for preparing meat entrees. APPENDIX: Meat evaluation sheet, p. A-38.
10.3.4	have learners plan and prepare a catered affair centered around a meat entree such as seafood or barbeque. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the experience.	Food for affair. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
10.4.1	lead learners in identifying other dishes which may be considered entrees such as pasta, casseroles, and egg and cheese dishes, using Successful catering, pp. 231-273, Exploring professional cooking, pp. 238, 242-243, and Food preparation for hotels, restaurants, and cafeterias, pp. 72-77, 165-182.	BOOKS 43 Successful catering, pp. 231-273. 38 Exploring professional cooking, pp. 238, 242-243. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 72-77, 165-182.
10.4.2	have learners prepare pasta, egg and cheese dishes which may be used as entrees. Use Pasta/egg/cheese/casserole side dish check sheet (appendix, pp. A-39 to A-40) to evaluate products. Discuss results of products, when they may be served, and accompanying items.	Food to prepare entrees. APPENDIX: Pasta/egg/cheese/casserole side dish check sheet, pp. A-39 to A-40.
10.4.3	divide learners into groups and have them use Create your own casseroles (appendix, p. A-41) to develop a casserole entree. Have a covered-dish meal and allow each class member to invite a special guest (such as parents, spouses, etc.). Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the experience.	APPENDIX: Create your own casseroles, p. A-41. Foods for casseroles. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 demonstrate procedures for preparing entrees and side dishes. (Cont'd)	10.5 identify kinds of vegetables.
	10.6 prepare a well-cooked vegetable considering eye appeal and nutrition.

SUGGESTED STRATEGIES		REFERENCES AND RESOURCES
The teacher will:		
10.5.1	have learners identify as many vegetables as possible in a Round Robin discussion.	
10.5.2	have learners read about the different forms of vegetables in Quantity food preparation: A course for school food service personnel, pp. 42-43, and Exploring professional cooking, pp. 231-236.	BOOKS 12 Quantity food preparation: A course for school food service personnel, pp. 42-43. 38 Exploring professional cooking, pp. 231-236.
10.5.3	have learners visit a grocery store and identify as many forms of vegetables as possible, such as fresh, frozen, dried, etc.	Local grocery store.
10.5.4	reinforce learning on vegetable identification using What's in the grocery bag (appendix, p. B-37) technique.	APPENDIX: What's in the grocery bag, p. B-37.
10.6.1	have learners view Vegetable preparation, and complete the study guide, noting ways of preparing vegetables covered in the film.	FILMS 121 Vegetable preparation.
10.6.2	lead a discussion on the standards of well-prepared vegetables.	BOOKS 12 Quantity food preparation: A course for school food service personnel, p. 45. 38 Exploring professional cooking, pp. 232-236.
10.6.3	lead discussion on preserving the color of vegetables. Emphasize acceptable techniques for preserving color and nutrients. Demonstrate what can happen to certain vegetables when improper additives such as soda are added. Have learners complete Vegetable and fruit cooking know-how (appendix, pp. A-42 to A-43).	BOOKS 38 Exploring professional cooking, p. 240. 26 Management by menu, pp. 312-313. Vegetables, vinegar, soda. APPENDIX: Vegetable and fruit cooking know-how, pp. A-42 to A-43.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 demonstrate procedures for preparing entrees and side dishes. (Cont'd)	10.6 prepare a well-cooked vegetable considering eye appeal and nutrition. (Cont'd)
	10.7 select and prepare a variety of breads.

SUGGESTED STRATEGIES		REFERENCES AND RESOURCES
The teacher will:		
10.6.4	have learners look through cookbooks and find vegetable recipes incorporating the various cooking methods.	Cookbooks.
10.6.5	have learners choose a vegetable to cook. First limit their choices of vegetables to fresh only, and later to canned or frozen. Have learners complete Vegetable evaluation sheet (appendix, p. A-44).	Fresh, canned, and frozen vegetables. APPENDIX: Vegetable evaluation sheet, p. A-44.
10.6.6	have learners prepare an unusual vegetable that they have never prepared before such as zucchini, rutabaga, or parsnip. Have learners complete Vegetable evaluation sheet (appendix, p. A-44).	Unusual vegetables. APPENDIX: Vegetable evaluation sheet, p. A-44.
10.6.7	divide learners into groups of three to four to summarize vegetable cookery. Have each group cook one vegetable using their choice of cooking method. After a tasting session, have learners evaluate each vegetable by using the Vegetable evaluation sheet (appendix, p. A-44).	Vegetables for laboratory. APPENDIX: Vegetable evaluation sheet, p. A-44.
10.6.8	provide an opportunity for learners to assist the entree cook at a local catering or food service establishment. Provide Work experience rating sheet (appendix, pp. A-9 to A-11).	Catering or food service establishment. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.
10.7.1	reinforce learning from equipment competency by having learners prepare a display of utensils and equipment used in bread making. Include equipment which due to dents or worn parts would produce an inferior product.	Equipment, utensils.
10.7.2	lead discussion on the different kinds of bread. Display a variety of commercially prepared breads.	BOOKS 38 Exploring professional cooking, p. 288. Breads.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 demonstrate procedures for preparing entrees and side dishes. (Cont'd)	10.7 select and prepare a variety of breads. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.7.3 have learners read about ingredients used in bread making in Exploring professional cooking, pp. 289-292.	BOOKS 38 Exploring professional cooking, pp. 289-292.
10.7.4 have learners view and discuss Yeast breads. Use Film note sheet (appendix, p. A-3) to aid in discussion.	FILMSTRIPS 130 Yeast breads. APPENDIX: Film note sheet, p. A-3.
10.7.5 demonstrate the preparation of a variety of quick and yeast breads explaining the part that specialty breads play in formal menu planning.	BOOKS 38 Exploring professional cooking, pp. 292-300. Ingredients for bread making demonstration.
10.7.6 have learners visit a bakery or food service establishment to see bread making procedures. Provide Field trip/observation note sheet (appendix, p. A-7).	Bakery or food service establishment. APPENDIX: Field trip/observation note sheet, p. A-7.
10.7.7 have learners view Yeast dough shaping made easy and prepare a variety of quick and yeast breads shaping some in fancy forms. Use Bread evaluation (appendix, p. A-45) to score the products.	FILMS 92 Yeast dough shaping made easy. Cookbooks. Ingredients for bread making. APPENDIX: Bread evaluation, p. A-45.
10.7.8 have learners compare store bought, bakery, commercial mix, and class prepared dinner rolls using Bread comparison activity (appendix, p. A-46). Discuss when each would be appropriate to use in catering.	Store, bakery, commercial mix, and prepared dinner rolls. APPENDIX: Bread comparison activity, p. A-46.
10.7.9 provide an opportunity for learners to work with a food service baker. Provide Work experience rating sheet (appendix, pp. A-9 to A-11).	Food service establishments. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
11 demonstrate procedures for preparing desserts and beverages.	11.1 identify classifications of desserts.
	11.2 identify ingredients used in quality desserts.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
11.1.1 distribute the handout The classifications of desserts (appendix, p. A-47). Follow with a discussion of preparation and serving of each type of dessert. Have learners use handout to take notes.	APPENDIX: The classifications of desserts, p. A-47. CURRICULUM MATERIALS 60 Quantity food production management (instructor's guide), pp. 180-185.
11.1.2 arrange a visit to a cafeteria so that learners may classify the desserts they see into the different categories. Provide Field trip/observation note sheet (appendix, p. A-7).	Cafeteria. APPENDIX: Field trip/observation note sheet, p. A-7.
11.1.3 have learners look through books, magazines, and cookbooks to find as many dessert recipes as possible. As they are looking, remind them to notice the classification, preparation method, and possible serving suggestions. Lead a discussion on the types of desserts which are most suitable for catered affairs.	Books, magazines, cookbooks.
11.2.1 lead learners in listing on the chalkboard the basic types of ingredients used in making desserts. Discuss the functions of different ingredients.	BOOKS 38 Exploring professional cooking, pp. 289-292. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 595-596.
11.2.2 discuss the importance of the use of proper ingredients and careful measurement in dessert preparation. Emphasize by showing learners a product in which ingredients were not used correctly or inferior products were used. Have learners prepare brownies using proper and improper ingredient substitutions. Use Preparing brownies: Use of ingredients (appendix, p. A-48, p. B-38) to evaluate product.	Inferior product. Brownie mix, eggs. APPENDIX: Preparing brownies: Use of ingredients, p. A-48. Teacher key, p. B-38.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
11 demonstrate procedures for preparing desserts and beverages. (Cont'd)	11.3 prepare quality desserts.
	11.4 determine variations of coffee, tea, milk drinks, punches, and alcholic beverages used at catered affairs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
11.3.1 demonstrate how to prepare a dessert from each of the classifications. Emphasize ingredients, equipment, basic types in each group of desserts, preparation procedures, and appropriate garnishing or decorations.	BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, Chs. 23-27. 38 Exploring professional cooking, p. 302.
11.3.2 utilize and adapt the Food (cake selection) guide to teach the cake making and selection concepts. Pay special attention to lessons on cake mixes, ready-made cakes, cake evaluation, and cake resource comparison.	CURRICULUM MATERIALS 63 Foods (cake selection). Ingredients for cakes, ready-made cakes, cake mixes.
11.3.3 have learners develop a check sheet for evaluating the different types of desserts to be prepared, using the cake evaluation visual in Foods (cake selection) as a guide.	CURRICULUM MATERIALS 63 Foods (cake selection).
11.3.4 divide learners into nine groups and have each group prepare and serve one dessert with a group representing each of the categories. Have learners participate in a tasting session after which the learners will discuss the quality of products and the cause of any poor products that might have resulted.	Food to prepare desserts.
11.3.5 provide an opportunity for the learners to work at the dessert station in a bakery, catering, or food service establishment. Provide Work experience rating sheet (appendix, p. A-7).	Bakery, catering, or food service establishment. APPENDIX: Work experience rating sheet, p. A-7.
11.4.1 provide catering cookbooks for classroom use and have learners list types of beverages found in the books which are appropriate for a catered affair.	Cookbooks.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
11 demonstrate procedures for preparing desserts and beverages. (Cont'd)	11.4 determine variations of coffee, tea, milk drinks, punches, and alcholic beverages used at catered affairs. (Cont'd)
	11.5 prepare a quality beverage.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
11.4.2 have learners brainstorm to find different occasions when coffee, tea, milk drinks, fruit juices, punches, and alcoholic beverages might be appropriate.	
11.4.3 have a representative from a wine company visit the class (non-public school program) or have learners visit a wine shop. Have representative discuss when certain types of wine would be served and procedures for serving them.	Representative from wine company, wine shop. BOOKS 46 *Wine service procedure*.
11.5.1 have bartender visit class and demonstrate preparation of mixed drinks using non-alcholic substitutes (for public school situations). Discuss cocktail service.	Bartender. Ingredients for simulating beverage mixing. BOOKS 5 *Focus on profitable catering*, pp. 88-89.
11.5.2 have a representative from a coffee and/or tea company or beverage equipment company visit and demonstrate some variations in coffee and tea preparation.	Representative from a coffee and/or tea or beverage equipment company.
11.5.3 have learners view and discuss *Coffee please*. Use *Film note sheet* (appendix, p. A-3) to aid in discussion.	FILMSTRIPS 147 *Coffee please*. APPENDIX: *Film note sheet*, p. A-3.
11.5.4 have groups of three learners choose and prepare one beverage that they have decided would be appropriate to serve at a specific catered affair. After preparing the beverages, conduct a tasting session where learners will evaluate the quality of their beverages according to *Beverage evaluation check list* (appendix, p. A-49).	Items to prepare beverages. APPENDIX: *Beverage evaluation check list*, p. A-49.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
11 demonstrate procedures for preparing desserts and beverages. (Cont'd)	11.5 prepare a quality beverage. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
11.5.5 have learners select recipes and prepare a variety of punches. Discuss considerations in serving punches. Emphasize the following points: a. they are economical, colorful, and easy to serve. b. they may be alcoholic or not. c. they may be served to various age groups. d. there are various school and home restrictions related to their use. e. there are various religious or personal beliefs about the use of alcoholic beverages in punches.	Ingredients for punches.
11.5.6 have learners prepare the beverage to be used at the next PTA meeting, teacher's meeting, or club activity to gain experience in quantity preparation. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the experience.	Ingredients for beverages. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities.	12.1 describe styles of table service and the occasions where these may be used.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.1.1 assign groups of learners to research one of the kinds of table services and report results to class pointing out the differences of each style.	BOOKS 14 Food service careers, pp. 244-247. 26 Management by menu, pp. 345-358. 1 The waiter/waitress manual, Chs. 10-11. 40 The essentials of good table service. 50 Catering handbook, pp. 106-118.
12.1.2 have learners view Table settings and complete the study guide. Discuss the main points about each style of table setting illustrated by using summarizing panels. Allow two to five members of the class to review important ideas presented on the film.	FILMS 117 Table settings.
12.1.3 arrange for learners to visit and observe establishments using each style of service. Learners can then apply their observations to catering affairs by writing short reports. Provide Field trip/observation note sheet (appendix, p. A-7).	Various hotel and motel restaurants and regular restaurants in the area. APPENDIX: Field trip/observation note sheet, p. A-7.
12.1.4 divide learners into small groups for each to work on a bulletin board of a specific type of service that can be used at a catered affair.	Bulletin board materials.
12.1.5 identify the advantages and disadvantages of each style of service in a family-oriented catered affair, such as types of service which would be most appropriate for different age groups, space requirements, number of persons attending, etc. Assign learners to collect and display magazine pictures of table settings which may be used for various kinds of catered affairs.	Magazines on food services.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.1 describe styles of table service and the occasions where these may be used. (Cont'd)
	12.2 utilize proper table setting procedures.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.1.6 allow learners to categorize the various styles of service used for a catered affair into formal and informal. Give reasons why a style comes under a category.	
12.1.7 appoint learners to attend varied professionally catered functions, in order to take pictures or to video tape the event for future presentation to the class. Allow learners to compare table setting and services according to various occasions. Provide Field trip/observation note sheet (appendix, p. A-7).	Hotel and restaurant catering affairs. Video tape equipment or camera, film. APPENDIX: Field trip/observation note sheet, p. A-7.
12.2.1 have learners study service equipment illustrated in The waiter/waitress manual.	BOOKS 1 The waiter/waitress manual, pp. 13-17.
12.2.2 provide learners with a definition for the term "cover." Point out that each cover should look the same for one meal.	BOOKS 1 The waiter/waitress manual, pp. 17-18.
12.2.3 use transparency Diagram of a cover (appendix, p. B-39) and distribute Guidelines for placement of dishes, flatware, and glasses on a cover (appendix, p. A-50). Discuss placement of each item on a cover. Discuss how this cover would differ for a breakfast, luncheon, and dinner meal.	APPENDIX: Diagram of a cover, p. B-39. APPENDIX: Guidelines for placement of dishes, flatware, and glasses on a cover, p. A-50.
12.2.4 provide an overhead or opaque projector and a child's play dishes or tea set. Have learners practice arranging a cover on the screen of the projector using the dishes. The picture will be reflected so that the class may offer suggestions.	Opaque or overhead projector, child's play dishes or tea set.
12.2.5 have a consultant from a china department visit to give recommendations for the items used in various styles of table settings for a catered affair.	Local china store representative.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.2 utilize proper table setting procedures. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.2.6 invite a representative of a catering business to demonstrate techniques used in table setting of various styles for catering affairs.	Representative from a catering business. BOOKS 5 Focus on profitable catering, pp. 75-76, 79-81.
12.2.7 discuss the placement of items and the necessary amount of table space at each cover that should be reserved for each guest according to various styles of table service at a catered affair. Distribute Place setting diagram for American, banquet, or regular service (appendix, p. A-51) and Place setting diagram for French service (appendix, p. A-52) to the learners. Use Focus on profitable catering, pp. 71-75, drawings to discuss placement of other food items.	APPENDIX: Place setting diagram for American, banquet, or regular service, p. A-51. APPENDIX: Place setting diagram for French service, p. A-52. BOOKS 5 Focus on profitable catering, pp. 71-75. 50 Catering handbook, p. 101.
12.2.8 have learners discuss the use of various kinds of linen. Have learners use napkins or different size sheets of paper to practice folding napkins.	BOOKS 38 Exploring professional cooking, p. 15. Napkins or blank paper.
12.2.9 have learners discuss different kinds of buffets using Focus on profitable catering, pp. 82-88. Distribute handouts for setting up a buffet using Set up for rectangular, semicircle, or u-shaped buffet (appendix, pp. A-53 to A-54). Have learners brainstorm to discover other ways a buffet might be set up.	BOOKS 5 Focus on profitable catering, pp. 82-88. APPENDIX: Set up for rectangular, semicircle, or u-shaped buffet, pp. A-53 to A-54.
12.2.10 divide learners into groups for each to set a table using different styles of service. While one group is setting the table others can observe and critique.	Dinnerware.
12.2.11 assign learners to work with a food caterer having an opportunity to assist in setting tables.	Caterer.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.3 follow standard procedure in serving food.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.3.1 have learners read concerning the order of service in Food service careers, pp. 248-253, and Exploring professional cooking, pp. 26-32, for background information.	BOOKS 14 Food service careers, pp. 248-253. 38 Exploring professional cooking, pp. 26-32.
12.3.2 have learners review a collection of printed menus which reflect different kinds of meals. Have learners suggest the order of service for each menu.	Printed menus.
12.3.3 have learners complete The meal maze (appendix, p. A-55, p. B-40) to show the sequential order in which food items should be served.	APPENDIX: The meal maze, p. A-55. Teacher Key, p. B-40.
12.3.4 provide learners with a copy of Waiter/waitress. This is an individual learner booklet that offers a wide variety of learning experiences.	LEARNING PACKAGES 169 Waiter/waitress.
12.3.5 have learners work in groups to research, demonstrate procedures, and develop check lists to be followed in serving. Suggested areas to cover are: a. greeting and seating guests. b. selecting dishes for various foods. c. serving specific kinds of food. d. presentation of food and beverages. e. removing food and dishes using trays. f. performing side duties. The research and demonstration notes should become a reference for future use.	BOOKS 38 Exploring professional cooking, pp. 46-49. 14 Food service careers, pp. 230-257. 21 The waitress training resource manual, pp. 2-39. CURRICULUM MATERIALS 70 Waiter-Waitress: A suggested guide for training course. Materials for demonstration.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.3 follow standard procedure in serving food. (Cont'd)
	12.4 relate procedure used in clearing the table.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.3.6 have learners demonstrate the procedures for serving wine and other alcholic beverages using Wine Service procedures, Focus on profitable catering, pp. 81-82, Exploring professional cooking, pp. 106-108, or The waitress training resource manual, pp. 40-57. (In public school situations water or other beverages may be substituted in appropriate bottles.)	BOOKS 46 Wine service procedures. 5 Focus on profitable catering, pp. 81-82. 38 Exploring professional cooking, pp. 106-108. 21 The waitress training resource manual, pp. 40-57.
12.3.7 divide class into two groups. Have one group use Focus on profitable catering, pp. 77-79, to develop a list of foods which may require special service. The developed list is presented to other half of class who pantomines serving each of the suggested items. Have learners exchange roles and repeat.	BOOKS 5 Focus on profitable catering, pp. 77-79.
12.3.8 have learners complete appropriate activities on serving foods suggested in Exploring professional cooking, pp. 52-54.	BOOKS 38 Exploring professional cooking, pp. 52-54.
12.3.9 provide an opportunity to work with a caterer assisting in the service of food.	Caterer.
12.4.1 have learners view Mr. busboy, complete the study guide, and discuss points covered.	FILMS 109 Mr. busboy.
12.4.2 provide learners with a copy of Busing attendant. This is an individual learner booklet that offers a wide variety of learning experiences.	LEARNING PACKAGES 158 Busing attendant.
12.4.3 have learners read Exploring professional cooking, pp. 49-53, and discuss the procedures to use in removing dishes and clearing table. Have learners practice procedures.	BOOKS 38 Exploring professional cooking, pp. 49-53.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.4 relate procedure used in clearing the table. (Cont'd)
	12.5 recognize acceptable behavior used when serving guests.
	12.6 set up tables to seat different numbers of guests, keeping the art principles in mind.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.4.4 have a learner demonstrate crumbing a table and changing a tablecloth.	BOOKS 38 Exploring professional cooking, pp. 17-18, 49-50. Tablecloth, napkin, brush.
12.5.1 have learners read pp. 36-38 in Exploring professional cooking and discuss special service which must be given when serving customers.	BOOKS 38 Exploring professional cooking, pp. 36-38.
12.5.2 have learners discuss "What is meant by service, hospitality, and greeting." Have learners read pp. 337-340 in Management by menu and relate to previous discussion.	BOOKS 26 Management by menu, pp. 337-340.
12.5.3 have learners develop and present mini-dramas or cartoons which illustrate appropriate and inappropriate behavior for a waitress/waiter.	
12.5.4 have learners discuss and defend their viewpoints as related to the statement, "Good service is never a substitute for good food, but poor service can ruin a reputation for the best food and create dissatisfaction with customers."	CURRICULUM MATERIALS 70 Waiter-Waitress: A suggested guide for training course, p. 49.
12.5.5 provide learners with a copy of Host/hostess. This is an individual learner booklet that offers a wide variety of learning experiences.	LEARNING PACKAGES 165 Host/hostess.
12.6.1 have learners discuss the problems that can be created due to poor floor plan and table arrangement.	
12.6.2 discuss the desirable space recommended within a floor plan to carry out functions comfortably.	BOOKS 50 Catering handbook, p. 101.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.6 set up tables to seat different numbers of guests, keeping the art principles in mind. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.6.3 show video tape of service personnel as they perform various catering functions during an actual service. With the learners, discuss work procedures involved.	Video tape equipment, food establishment personnel.
12.6.4 divide learners into two teams to arrange four rows of tables and chairs, two showing adequate amount of space between the rows and the other two showing an inadequate space for the service personnel to carry on their functions. Have learners discuss and critique the situation.	Tables and chairs.
12.6.5 have on hand several floor plans of homes, banquet halls, and other rented facilities. Using various floor plans and Basic floor plans (appendix, pp. A-56 to A-59) have learners adapt and select the plans most suited to the facilities in which the affair will be served, number of guests, and activities planned.	BOOKS 50 Catering handbook, pp. 30-33. Floor plans of homes, banquet halls, and other rented facilities. APPENDIX: Basic floor plans, pp. A-56 to A-59.
12.6.6 divide learners into three groups representing the buffet, regular dinner, and formal service. Using the Catering handbook, p. 101, have each group write up plans specifying the amount of space needed for groups of 20, 50, and 100 guests. Have the groups show how each would arrange the room using construction paper and index cards for the room and furnishings. Display each group's work and discuss.	BOOKS 50 Catering handbook, p. 101. Construction paper, index cards, glue.
12.6.7 lead discussion on the head table (what it is, when to use it, and how to decorate it).	BOOKS 43 Successful catering, pp. 151-162.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
12 demonstrate skill in the service of food and arrangement of facilities. (Cont'd)	12.6 set up tables to seat different numbers of guests, keeping the art principles in mind. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
12.6.8 divide class into small groups. In a room with several tables (either a laboratory setting or, if possible, the dining room or cafeteria of the school), have learners practice the set up for various arrangements with all the necessary equipment for a specified guest list. Discuss timing and neatness of each set up. Use Setting up for a catered affair (appendix, p. B-41) for assignment problem and evaluation criteria.	School cafeteria or dining room. Dinnerware and accessories. APPENDIX: Setting up for a catered affair, p. B-41.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
13 assume the responsibilities of a food caterer assistant.	13.1 apply learnings from the module in carrying out a catered affair.
	13.2 evaluate personal learning from the module.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
13.1.1 have learners plan and carry out an on-premise laboratory experience which will culminate and summarize class learning and experiences. Use Final laboratory project: A catered affair (appendix, p. B-42) for suggestions of experiences to include in the lab.	APPENDIX: Final laboratory project: A catered affair, p. B-42. Food for laboratory.
13.1.2 obtain a client from clubs, teachers, school socials, family, etc. and have learners cater the affair, repeating the same activities as performed in Strategy 13.1.1 (The client and specifications for the catered affair should be contracted before the culminating laboratory.) The teacher will need to make the client aware of menu and service requirements which will be in line with competencies the learners should have at this time.	
13.2.1 have learners evaluate both the final classroom laboratory and catered affair using Catered affair evaluation (appendix, pp. A-60-62). Have learners pinpoint improvements made in the second experience.	APPENDIX: Catered affair evaluation, pp. A-60-62.
13.2.2 distribute The inn sales slip (appendix, p. A-63) and The inn (appendix, p. A-64) and have learners evaluate the class.	APPENDIX: The inn sales slip, p. A-63. APPENDIX: The inn, p. A-64.
13.2.3 review with learners work experience assessments given by employers using Work experience rating sheet (appendix, pp. A-9-11).	APPENDIX: Work experience rating sheet, pp. A-9-11.

This module was developed
to be used in conjunction
with the module, Securing
Employment in Home
Economics Occupations.

COMPETENCY BASED
TEACHING MODULE
LEVEL II

CATERING SERVICES

LEVEL II

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 examine the organizational and instructional procedures of the course.	1.1 identify components of the catering industry which will be studied.
	1.2 explain the need for personal interest, cooperation, and participation in order to achieve full benefits of the training program.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 have learners complete *Looking back* (appendix, p. A-65, p. B-43) and share their past food service experiences with class.	APPENDIX: *Looking back*, p. A-65. Teacher directions, p. B-43.
1.1.2 have learners compare the difference between the training needed by a person attempting to be a caterer assistant and one trying to be a caterer.	
1.1.3 use transparency *Qualifications for being a successful caterer* (appendix, p. B-44) to lead learners in discussing the qualities needed by a food caterer.	APPENDIX: *Qualifications for being a successful caterer*, p. B-44.
1.2.1 discuss cooperation with learners explaining why full class participation is important. Divide the class into groups of five to play *The cooperation game* (appendix, pp. B-45-47).	APPENDIX: *The cooperation game*, pp. B-45-47.
1.2.2 outline a class organizational plan and allow learners to assist in planning the course.	
1.2.3 have learners become familiar with the laboratory. If learners are assigned specific units, have them develop a floor plan labeling or keying the location of items included in the unit. Post plans in the units until learners become familiar with where items are located.	
1.2.4 review the procedures and requirements for work experience assignments. Have learners follow procedures to comply with local laws and regulations.	BOOKS 38 *Exploring professional cooking*, pp. 333-340.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 examine the organizational and instructional procedures of the course. (Cont'd)	1.3 analyse personal attributes for catering to determine areas of strengths and weaknesses.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.3.1 have a food caterer and learners participate in a "fire-side chat" where learners have an opportunity to ask questions concerning the catering field. (Arrange chairs in small semicircle or provide a location which will facilitate small group discussions.) Have learners prepare simple refreshments for the occasion.	Food caterer. Food for refreshments.
1.3.2 have learners complete *A self-appraisal for the caterer* (appendix, p. A-66) to determine attitudes which will lead to a successful career in catering. Follow by having learners complete the test in *Food service management: A human relations approach*, pp. 7-15, to assess managerial ability.	APPENDIX: *A self-appraisal for the caterer*, p. A-66. BOOKS 25 *Food service management: A human relations approach*, pp. 7-15.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations.	2.1 describe personal hygiene practices used by food caterers and caterer assistants.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 have learners view the film Protecting the public, Part I--Personal side, complete the study guide, and discuss the importance of personal hygiene for catering employees and caterers.	OTHERS 179 Protecting the public, Part I--Personal side.
2.1.2 divide learners into groups to list ways one can help a person who does not think personal cleanliness is important. Compare lists in class. Have groups subdivide into pairs, one acting as a caterer and the other acting as a caterer assistant. Have caterer role play instructing the helper in grooming habits. Discuss the importance of the caterer being the model for what is acceptable personal hygiene.	
2.1.3 invite a nurse to discuss the reasons for regular medical checkups for food handlers.	Nurse.
2.1.4 have each learner use special uniform order catalogues and other mail order catalogues to select attire which would be appropriate for the caterer and assistants to wear for such catered affairs as a bridal luncheon, a child's party, a formal banquet. Display pictures of outfits with written description of events. Discuss how uniforms aid the caterer in setting personal hygiene standards for employees.	Mail order catalogues for uniforms.
2.1.5 have learners develop a handbook on proper personal hygiene practices for catering service employees that could be used in instructional programs. Include cartoons, illustrations, poetry, etc. Have judges choose the most effective booklet. A caterer's apron or chef's cap could be awarded the winner.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations. (Cont'd)	2.2 recognise appropriate safety precautions to use in a catering establishment.
	2.3 conduct a fire inspection.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.2.1 have learners read Food service careers, Ch. 14, to review safety concepts.	BOOKS 14 Food service careers, Ch. 14.
2.2.2 have learners view filmstrip Work smart--stay safe, complete Film note sheet (appendix, p. A-3), and discuss safe work habits and accident prevention.	FILMSTRIPS 146 Work smart--stay safe. APPENDIX: Film note sheet, p. A-3. BOOKS 50 Catering handbook, pp. 46-47.
2.2.3 arrange unsafe areas in the laboratory and have learners list all the unsafe items they can find and how they may be corrected. Use The unsafe lab (appendix, p. B-48) for ideas on setting up the laboratory. Have learners use A safety self-inspection program for foodservice operators to rate the unsafe laboratory. Correct unsafe conditions and have learners reevaluate the laboratory.	APPENDIX: The unsafe lab, p. B-48. PAMPHLETS 78 A safety self-inspection program for foodservice operators.
2.2.4 have learners use the inspection forms in A safety self-inspection program for foodservice operators to compile a self-inspection program suited for the class laboratory.	PAMPHLETS 78 A safety self-inspection program for foodservice operators.
2.3.1 review information on the fire extinguisher, using the transparencies The fire extinguisher (appendix, pp. B-49-50). Transparencies may be colored as indicated.	APPENDIX: The fire extinguisher, pp. B-49-50.
2.3.2 have learners develop an emergency fire plan using A fire plan for a catering establishment (appendix, p. A-67).	APPENDIX: A fire plan for a catering establishment, p. A-67.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations. (Cont'd)	2.3 conduct a fire inspection. (Cont'd)
	2.4 recognize the importance of the Occupational Safety and Health Act.
	2.5 direct others in proper safety behavior for a catering establishment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.3.3 have learners perform an inspection check of fire extinguishing equipment in the classroom. Have learners use instruction manuals and Fire extinguisher inspection check sheet (appendix, p. A-68) to evaluate the conditions of laboratory extinguishers.	APPENDIX: Fire extinguisher inspection check sheet, p. A-68.
2.3.4 arrange with administration to have learners carry out a fire drill and evacuation plan.	Administrator, fire prevention agency.
2.4.1 lead a discussion on the meaning of the Occupational Safety and Health Act; how it came into being, its purposes, its requirements, and how it affects the catering business; or have an OSHA compliance officer speak to the class.	PAMPHLETS 72 A handy reference guide to the Occupational Safety and Health Act of 1970. OSHA compliance officer.
2.4.2 divide learners into small groups to list ways the Occupational Safety and Health Act regulations and record keeping methods can be carried out in the laboratory. Share lists in class.	
2.4.3 obtain OSHA logs and supplemental records. Have learners practice completing records.	OSHA logs and supplemental record keeping forms.
2.4.4 have learners form a committee to obtain OSHA posters or develop safety posters of their own. Have learners put up posters in appropriate locations.	OSHA posters or poster materials.
2.5.1 describe accidents that are caused by mechanical failure or human mistakes. Discuss with learners how these should be handled by the caterer.	BOOKS 38 Exploring professional cooking, pp. 122-128.
2.5.2 have learners construct a list of instructions to be given employees explaining what should be done in case of an accident and/or fire.	BOOKS 37 Home nursing textbook, pp. 147-164.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations. (Cont'd)	2.5 direct others in proper safety behavior for a catering establishment. (Cont'd)
	2.6 identify sanitary practices necessary in catering.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.5.3 have learners select from a variety of first aid equipment all the necessary items to include in a first aid kit and include instructions as to which would be the best for the various kinds of catering establishment accidents.	First aid equipment.
2.5.4 have learners discuss the responsibility of preventing accidents, accident reports, and workman's compensation. Also discuss expenses associated with accidents such as financial loss, absenteeism, disruptions of operations, and disability insurance. Have learners work in pairs to complete the Accident report (appendix, p. A-69). Have one learner act as the caterer and one report an accident. Each learner should have an opportunity to complete the form.	BOOKS 14 Food service careers, pp. 301-302, Ch. 15. APPENDIX: Accident report, p. A-69. Occupational Safety and Health Administration in Local Labor Department.
2.6.1 have learners complete A refresher course in sanitation terms (appendix, p. A-70) to define various sanitation terms.	APPENDIX: A refresher course in sanitation terms, p. A-70.
2.6.2 have learners review basic sanitation rules by viewing the film Sanitation: Rules make sense or Protecting the public, Part II — Food protection and complete the study guides. Follow with a discussion on the caterer's responsibility in meeting sanitation standards and the techniques used to get employees to comply with these rules.	FILMS 115 Sanitation: Rules make sense. OTHERS 180 Protecting the public, Part II—Food protection.
2.6.3 lead discussion on food handling at a catered affair. Divide learners into two groups. Show slides or film of an actual catered affair. Have one group compile a list of good sanitary measures to follow at the affair and the other a list of precautions needed to avoid special problems. Compare lists to determine points of overlapping. Discuss items mentioned on each list.	Slides or film of catered affair.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations. (Cont'd)	2.6 identify sanitary practices necessary in catering. (Cont'd)
	2.7 list reasons for having sanitation and safety codes.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.6.4 have learners review specific methods used in sanitizing toilet facilities, kitchens, storerooms, and mobile units.	BOOKS 35 Applied foodservice sanitation, Ch. 8.
2.6.5 have learners review procedures for the control of insects and rodents in Food service careers, pp. 230-231, 285, or view the film Sanitation: Rodent and insect control. If film is viewed, have learners complete Film note sheet (appendix, p. A-3).	BOOKS 14 Food service careers, pp. 230-231, 285. CURRICULUM MATERIALS 71 Sanitary food service, pp. 74-82. FILMS 89 Sanitation: Rodent and insect control. APPENDIX: Film note sheet, p. A-3.
2.6.6 have a local exterminator explain the services offered; the various insecticides and poisons used, and the steps to be followed in an inspection and prevention program.	Exterminator.
2.7.1 discuss the importance of sanitation, the penalty for not enforcing regulations, the reasons for the codes, and how the caterer and employees must comply with sanitation regulations.	BOOKS 50 Catering handbook, p. 42.
2.7.2 lead a discussion on how a catering establishment could lose customers because of unsanitary conditions and what the caterer can do to avoid these conditions.	BOOKS 50 Catering handbook, pp. 42-45.
2.7.3 have learners do research on local codes which regulate sanitation, environmental protection, and safety as they apply to the food catering business.	Library and local agencies.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 interpret personal hygiene practices and sanitation and safety regulations. (Cont'd)	2.7 list reasons for having sanitation and safety codes. (Cont'd)
	2.8 implement sanitation regulations as enforced by local, state, and federal agencies.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.7.4 invite a representative from the local health department to discuss the different health department agencies and their purposes. Include Health, Education, and Welfare and its branches, Food and Drug Administration, Public Health Services, and Environmental Control agencies in those discussed.	Health department representative.
2.7.5 have learners view the film Manager and the law and complete the Film note sheet (appendix, p. A-3). Discuss the basic guidelines for avoiding pitfalls in a catering establishment.	FILMS 108 Manager and the law. APPENDIX: Film note sheet, p. A-3.
2.8.1 have learners "shadow" a sanitation agent on an inspection of a food establishment and make a list of the items covered. Discuss the findings in class.	Sanitarian. APPENDIX: Field trip/observation note sheet, p. A-7.
2.8.2 have learners review the points covered in either Be your own restaurant inspector or A safety self-inspection program for foodservice operators. Follow the discussion by organizing sanitation committees in the class to perform sanitation tasks and inspections for the class laboratory. Have learners use Sanitation committees (appendix, pp. A-71-72) to complete assignments. The assignment may extend over several weeks or may last the entire course.	PAMPHLETS 75 Be your own restaurant inspector. 78 A safety self-inspection program for foodservice operators. APPENDIX: Sanitation committees, pp. A-71-72. APPENDIX: Inspection form for food handling establishments, pp. A-16-19.
2.8.3 summarize by having learners play Sanitation sweepstakes (appendix, pp. B-51-53) using sanitation terms and concepts.	APPENDIX: Sanitation sweepstakes, pp. B-51-53.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function.	3.1 determine factors which should be considered before planning a menu.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will	
3.1.1 introduce the menu planning concept by displaying a variety of colored pictures of meals. Lead learners in (a) defining the term "menu," (b) distinguishing between a menu which is appropriate for a family and a commercial menu, and (c) discussing "what makes a good menu?"	Pictures of meals. BOOKS 38 Exploring professional cooking, p. 34. 19 Food preparation for hotels, restaurants and cafeterias, p. 643. 26 Management by menu.
3.1.2 use the transparency Factors which should be considered before a menu is planned (appendix, p. B-54) to lead learners in discussing some of the constraints on menu planning.	APPENDIX: Factors which should be considered before a menu is planned, p. B-54. BOOKS 19 Food preparation for hotels, restaurants and cafeterias, pp. 646-649. 26 Management by menu, Ch. 4. 44 How to manage a restaurant, pp. 53-59. 14 Food service careers, pp. 151-154. 38 Exploring professional cooking, pp. 60-61.
3.1.3 have a caterer visit class and discuss factors which must be considered when planning the menu such as: a. type of clientele, b. religion and/or nationality, c. food preferences, d. income.	Caterer. BOOKS 26 Management by menu, pp. 77-81. 19 Food preparation for hotels, restaurants, and cafeterias, p. 646. 14 Food service careers, pp. 148-151.
3.1.4 have learners read and discuss the social, physiological, and psychological characteristics of food in Management by menu, pp. 77-81.	BOOKS 26 Management by menu, pp. 77-81.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.1 determine factors which should be considered before planning a menu. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.5 have learners conduct a food preference survey in the class, school, or community using Catering food preference questionnaire (appendix, p. A-73) or a similar form obtained from the local restaurant association. Have learners compare the results with studies which have been done on a national level. For examples of studies, use Management by menu, pp. 86-87, or How to manage a restaurant, p. 55.	APPENDIX: Catering food preference questionnaire, p. A-73. BOOKS 26 Management by menu, pp. 86-87. 44 How to manage a restaurant, p. 55.
3.1.6 have learners plan a meal using only the best liked foods discovered in strategy 3.1.5. Use Rating device for food preparation laboratory (appendix, pp. B-31-33) to evaluate the meal. Follow experience with a discussion of personal enjoyment of the meal. Emphasize why the meal may not have been enjoyed by all individuals.	Foods for laboratory. APPENDIX: Rating device for food preparation laboratory, pp. B-31-33.
3.1.7 have learners divide into "buzz" groups to discuss factors which influence people's food preferences. Have learners list on the chalkboard under the following headings: a. social (life style, values, beliefs, income), b. psychological (masculine/feminine, etc.), c. specialized influences (ethnic, religious), d. physiological (hunger, age), e. other.	
3.1.8 distribute Eating habits and their meanings (appendix, p. A-74) and have learners identify specific foods associated with each term.	APPENDIX: Eating habits and their meanings, p. A-74.
3.1.9 use Traditional food matches (appendix, p. B-55) to have learners identify common food combinations which can be used by caterers in planning menus.	APPENDIX: Traditional food matches, p. B-55.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.1 determine factors which should be considered before planning a menu. (Cont'd)
	3.2 plan nutritious catered menus.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.10 have learners collect and display pictures of common food combinations.	Magazines.
3.1.11 have learners complete Testing my taste (appendix, pp. A-75-76) to determine personal preferences for certain foods. Follow with a tasting session of those foods which the majority of the class has not eaten before.	APPENDIX: Testing my taste, pp. A-75-76.
3.1.12 lead learners in discussing "why it is important for the food caterer to be aware of different eating patterns and preferences."	
3.2.1 have learners read in Exploring professional cooking, pp. 35-59, Food service careers, pp. 146-148, or How to manage a restaurant, pp. 59-61, to review basic nutritional information. Have each learner write a brief definition of a well balanced meal.	BOOKS 38 Exploring professional cooking, pp. 35-59. 14 Food service careers, pp. 146-148. 44 How to manage a restaurant, pp. 59-61.
3.2.2 lead learners in discussing "if and/or why the food caterer should be concerned about nutrition when planning a menu."	BOOKS 26 Management by menu, pp. 78-79. 38 Exploring professional cooking, pp. 62-63. 44 How to manage a restaurant, pp. 59-61.
3.2.3 have learners complete The food love list (appendix, p. A-77).	APPENDIX: The food love list, p. A-77.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.2 plan nutritious catered menus. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.2.4 show learners illustrations or models of food which might be prepared by a caterer, and have learners analyze each food to determine its nutritive value. Use A guide to good eating for guidelines in analysis.	Illustrations or models of food items. CHARTS 156 A guide to good eating. BOOKS 38 Exploring professional cooking, p. 56. 14 Food service careers, p. 147. 25 Food service management: A human relations approach, pp. 155-159.
3.2.5 have learners develop a bulletin board showing various foods which might be catered and their "Basic Four" food group status. The title "How catered foods can be nutritious foods" might be used.	Bulletin board materials.
3.2.6 have learners plan and prepare a meal that meets the Basic Four requirements. Have learners use How do your meals rate? (appendix, p. A-78) to determine if the meal meets the Basic Four requirements.	Food for laboratory. APPENDIX: How do your meals rate?, p. A-78.
3.2.7 have learners discuss special situations when a food caterer may be called on to prepare menus which meet a specific nutritional need. Have learners use Special diet menus (appendix, p. A-79) to plan a low calorie and low cholesterol meal.	APPENDIX: Special diet menus, p. A-79. BOOKS 44 How to manage a restaurant, pp. 54-56.
3.2.8 have learners visit a hospital kitchen to observe special diets being prepared. Have the dietitian discuss special diets that would be appropriate for menu planning by the caterer, such as low calorie and low cholesterol.	Hospital. Dietitian. APPENDIX: Field trip/observation note sheet, p. A-7.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.2 plan nutritious catered menus. (Cont'd)
	3.3 follow standard menu writing procedures.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.2.9 have learners select and prepare one of the low calorie menus developed in strategy 3.2.7. Use Rating device for food preparation laboratory (appendix, pp. B-31-33) to evaluate the meal.	Food for laboratory. APPENDIX: Rating device for food preparation laboratory, pp. B-31-33.
3.3.1 use the transparency Basic menu planning principles (appendix, pp. B-56-58) to identify factors which should be considered when planning a menu. Follow presentation by having learners analyze the pictures of menus used in strategy 3.1.1 to determine if they meet the criteria discussed.	APPENDIX: Basic menu planning principles, pp. B-56-58. BOOKS 19 Food preparation for hotels, restaurants, and cafeterias. 38 Exploring professional cooking, pp. 34-35. Pictures of foods and meals, food for demonstrations, food coloring.
3.3.2 divide learners into paired teams and have one team present a situation that would call for a menu based on one of the needs suggested in strategies 3.1.3 and 3.1.7. Have the other team plan a menu that will meet the specified need following principles discussed in strategy 3.3.1. Have the team that presented the situation evaluate the menu to determine acceptability of the menu.	
3.3.3 have learners research and take notes on the basic meal patterns such as breakfast, lunch, and dinner. Lead a discussion on how foods are grouped within patterns such as appetizers, entrees, etc.	BOOKS 14 Food service careers, pp. 164-173. 38 Exploring professional cooking, pp. 57-60. 19 Food preparation for hotels, restaurants and cafeterias, pp. 643-644.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.3 follow standard menu writing procedures. (Cont'd)
	3.4 develop menus appropriate for use in catering.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.3.4 use the "chalkboard talk" method to discuss and give examples on the mechanics of writing the menu covering the following points: a. grouping of foods b. materials and size c. format d. text e. merchandising f. eye and appetite appeal	BOOKS 14 Food service careers, pp. 154-164. 22 Introduction to modern food and beverage service, pp. 82-88. 44 How to manage a restaurant, pp. 63-72.
3.3.5 use the transparency Two basic menu layouts (appendix, pp. B-59-60) to discuss basic menu formats that are appropriate for use by the food caterer.	APPENDIX: Two basic menu layouts, pp. B-59-60.
3.3.6 number and display examples of printed menus from different food service establishments including catering businesses. Have learners identify each menu as being either: (a) à la carte, (b) table d'hôte, or (c) other. Have learners analyze menus to determine which would be appropriate for catering.	Printed menus from various food service establishments.
3.4.1 lead learners in discussing a variety of ways of accumulating hints, menus, ideas, and recipes to be used in menu planning.	
3.4.2 have learners bring to class examples of recipes (recipe cards, recipes from newspapers, etc.). Use Let's look at the source (appendix, pp. A-80-81) to evaluate recipes and their sources. Compare scores received by different recipes and sources.	APPENDIX: Let's look at the source, pp. A-80-81.
3.4.3 have learners work together to plan a menu using the chalkboard.	
3.4.4 have each learner plan menus for various catered events suggested in Menu planning for catered events (appendix, p. A-82).	APPENDIX: Menu planning for catered events, p. A-82.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.4 develop menus appropriate for use in catering. (Cont'd)
	3.5 identify general purchasing procedures.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.4.5 have learners compile the menus developed in strategy 3.4.4 and develop a menu booklet(s) using the format suggested in Planning and presenting menus (appendix, p. A-83). The booklets may be used in later class experience. Use Menu booklet score sheet (appendix, p. B-61) to evaluate learners' work.	APPENDIX: Planning and presenting menus, p. A-83. APPENDIX: Menu booklet score sheet, p. B-61.
3.4.6 have learners plan a repertory of standard items which may be served for standard occasions such as coffees and buffets.	BOOKS 5 Focus on profitable catering, pp. 63-65.
3.4.7 lead learners in discussing various systems for organizing menus such as personal recollection by caterer, old invoices, catering diaries, menu booklets, or portfolios. Provide examples of systems and have learners analyze the different methods to determine those which best facilitate working with clients in planning menus.	Examples of menu systems from local caterers. BOOKS 5 Focus on profitable catering, pp. 62-67.
3.5.1 have learners read in Food service management: A human relations approach, pp. 173-188, or Introduction to modern food and beverage service, Ch. 6, for an overview of food purchasing.	BOOKS 25 Food service management: A human relations approach, pp. 173-188. 22 Introduction to modern food and beverage service, Ch. 6.
3.5.2 have learners view films Food purchasing I: General principles and Food purchasing II: Let the buyer beware to depict problems in food purchasing. Have learners complete film study guide.	FILMS 100 Food purchasing I: General principles. 101 Food purchasing II: Let the buyer beware.
3.5.3 have a food service purchasing officer or caterer talk to the class about purchasing procedures.	Purchasing officer or caterer.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.5 identify general purchasing procedures. (Cont'd)
	3.6 determine most appropriate purchasing sources based on comparison shopping information.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.5.4 have learners use Catering handbook, pp. 89-91, to list and discuss preparation steps for purchasing food such as: plan menus, check supplies on hand, making shopping lists, etc. Use the overhead projector in listing and discussing steps necessary for effective food buying or use chart in Exploring professional cooking, p. 68, to develop transparency of flow chart.	BOOKS 50 Catering handbook, pp. 89-91. 38 Exploring professional cooking, p. 68. Overhead projector.
3.5.5 discuss ways of following proper buying habits when purchasing food, using transparency Good food purchasing (appendix, p. B-62).	APPENDIX: Good food purchasing, p. B-62.
3.6.1 have learners use newspaper ads to compare the cost of a similar item at different stores. Have learners identify other ways of doing comparison shopping such as telephoning bids and visits to the market.	Newspaper ads.
3.6.2 have learners play The pricing games (appendix, pp. B-63-64) to see how familiar they are with the prices of different food items.	APPENDIX: The pricing games, pp. B-63-64.
3.6.3 display charts and examples of different labels, cans, and can sizes. Discuss label requirements and packaging of different products.	BOOKS 38 Exploring professional cooking, p. 74.
3.6.4 provide learners with a list of several items and have them visit different stores to compare prices as to brands, sizes, type and quality of items (Note: In some locations, law requires that you get the store manager's approval to make a written list.).	List of food items.
3.6.5 lead learners in discussing the procedure to follow in selecting food suppliers and purveyors.	BOOKS 31 Food and beverage purchasing, pp. 4-5. 25 Food service management: A human relations approach, pp. 177-178.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.6 determine most appropriate purchasing sources based on comparison shopping information. (Cont'd)
	3.7 perform record keeping and purchasing procedures used in catering establishments.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.6.6 lead learners in discussing the methods of purchasing food which the caterer can use such as: a. on the open market. b. by sealed bids. c. under contracts. Have learners determine which methods are most appropriate for small and large catering establishments.	BOOKS 44 How to manage a restaurant, pp. 196-197. 31 Food and beverage purchasing, pp. 5-6.
3.6.7 divide learners into teams and have a class debate on "large quantity buying is better than small quantity buying."	BOOK 22 Introduction to modern food and beverage service, p. 99.
3.6.8 provide a field trip to various kinds of food markets and stores to observe specials, regularly offered prices, floor arrangements, etc. Have learners complete Field trip/observation note sheet (appendix, p. A-7). Discuss the advantages and disadvantages of a caterer shopping in each store visited.	Local food markets and stores. APPENDIX: Field trip/observation note sheet, p. A-7.
3.7.1 display different purchasing forms such as quotation sheets, call sheets, market or purchase orders, and specifications.	Purchasing forms.
3.7.2 lead learners in discussing food specifications. Use opaque projector or actual examples to show learners different kinds of specifications forms. Demonstrate how to write a specification for a particular item.	Examples of written specifications. Opaque projector. BOOKS 45 Quality control in food service, pp. 38-41. 31 Food and beverage purchasing, pp. 8-9. 38 Exploring professional cooking, pp. 71-72. 22 Introduction to modern food and beverage service, pp. 95-99.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.7 perform record keeping and purchasing procedures used in catering establishments. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.7.3 assign learners written reports on different food items which would be purchased by a caterer. Use Food purchasing reports (appendix, p. B-65) for suggestions on making assignments. Allow each learner to summarize written report in an oral presentation to the class.	APPENDIX: Food purchasing reports, p. B-65. BOOKS 45 Quality control in food service. 31 Food and beverage purchasing. 19 Food preparation for hotels, restaurants, and cafeterias. 44 How to manage a restaurant.
3.7.4 have learners write a detailed specification for an item reported on in strategy 3.7.3 using guidelines in Quality control in food service, pp. 39-41.	BOOKS 45 Quality control in food service, pp. 39-41.
3.7.5 have learners review inventory taking procedures in Exploring professional cooking, pp. 41-83, or How to manage a restaurant, pp. 252-255, and take an inventory of food supplies on hand in laboratory, using Inventory form (appendix, p. A-84).	BOOKS 38 Exploring professional cooking, pp. 41-83. 44 How to manage a restaurant, pp. 252-255. APPENDIX: Inventory form, p. A-84.
3.7.6 have learners use Situations for purchasing (appendix, p. B-66) to practice making purchasing decisions.	APPENDIX: Situations for purchasing, p. B-66.
3.7.7 provide learners with a menu for a catered event. (A menu previously developed by the class may be used.) Have learners use Market order form (appendix, p. A-85) to develop an order list based on the menu.	Menu. APPENDIX: Market order form, p. A-85. BOOKS 38 Exploring professional cooking, pp. 70-71.
3.7.8 have learners use Requisition form (appendix, p. A-86) and the market order form developed in strategy 3.7.7 to purchase items from local vendors. Have learners write more detailed specifications where needed.	APPENDIX: Requisition form, p. A-86.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.7 perform record keeping and purchasing procedures used in catering establishments. (Cont'd)
	3.8 determine the price for a menu based on cost control factors.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.7.9 have learners purchase from local stores items which can not be requisitioned through vendors.	Local food markets.
3.7.10 have learners observe the checking-in process of a large food order in the school cafeteria or other food service establishment, noticing how food is checked and handled. Provide learners with Field trip/observation note sheet (appendix, p. A-7).	Food service establishment. APPENDIX: Field trip/observation note sheet, p. A-7.
3.7.11 have learners use Work sheets: Incoming-outgoing record (appendix, p. A-87) to record food as it comes in and as it is used in the laboratory.	APPENDIX: Work sheets: Incoming-outgoing record, p. A-87.
3.7.12 have learners prepare the menu for which the food was purchased. Use Rating device for food preparation laboratory (appendix, pp. B-31-33) to evaluate class experience.	APPENDIX: Rating defice for food preparation laboratory, pp. B-31-33.
3.7.13 provide opportunity for learner to work with a food service manager in an establishment. Provide learners with Work experience rating sheet (appendix, pp. A-9-11).	APPENDIX: Work experience rating sheet, pp. A-9-11.
3.8.1 lead learners in defining what is meant by "food cost" in food service establishments.	BOOKS 44 How to manage a restaurant, pp. 247-248.
3.8.2 distribute Factors in controlling food cost (appendix, p. A-88) and lead learners in discussing cost control in a catering business.	APPENDIX: Factors in controlling food cost, p. A-88. BOOKS 44 How to manage a restaurant, pp. 247-248. 26 Management by menu, pp. 88-91. 5 Focus on profitable catering, p. 19.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.8 determine the price for a menu based on cost control factors. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.8.3 lead a discussion on how to determine the: a. standard food cost percentage. b. unit cost per item.	CURRICULUM MATERIALS 62 Oklahoma vocational home economics education, pp. 105-123. BOOKS 44 How to manage a restaurant, pp. 248-250. 26 Management by menu, pp. 91-102.
3.8.4 provide examples of menus and food cost and have learners use chalkboard to practice computing standard cost percentage and unit cost.	CURRICULUM MATERIALS 62 Oklahoma vocational home economics education, pp. 105-123. BOOKS 44 How to manage a restaurant, pp. 248-250. 26 Management by menu, pp. 91-102.
3.8.5 use examples in Exploring professional cooking, pp. 85-88, Management by menu, Ch. 5, and Focus on profitable catering, pp. 19-20, to discuss menu pricing. The points to cover are: a. pricing for combination meals. b. surrounding items. c. pricing methods such as conventional, percentage, prime cost, etc. d. pre-costing standard recipe. e. mark-up.	BOOKS 38 Exploring professional cooking, pp. 85-88. 26 Management by menu, Ch. 5. 5 Focus on profitable catering, pp. 19-20.
3.8.6 have a caterer discuss the method of pricing used in a local catering establishment.	Caterer.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.8 determine the price for a menu based on cost control factors. (Cont'd)
	3.9 explain the importance of portion control for a catering establishment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.8.7 distribute standardized recipes and unit costs for the food in them to the learners and have them figure cost per serving using Computing cost per serving (appendix, p. A-89) After cost per serving is established, divide learners into groups and allow them to determine the selling price. Each group should be able to support their pricing based on an appropriate food costs percentage (35%, 40%, 50%).	CURRICULUM MATERIALS 62 Oklahoma vocational home economics education, pp. 105-123. APPENDIX: Computing cost per serving, p. A-89.
3.8.8 have learners complete the menu booklets developed in strategy 3.4.5 by computing the price for each menu developed.	
3.8.9 have learners complete the food cost for the meal prepared in strategy 3.7.12 using appropriate purchasing records.	
3.8.10 have learners use Menu planning for profit and nutrition (appendix, pp. A-90-91) to examine menus to compare their cost and nutritional value.	APPENDIX: Menu planning for profit and nutrition, pp. A-90-91.
3.9.1 lead learners in discussing the importance of portion control.	BOOKS 44 How to manage a restaurant, p. 249.
3.9.2 review with learners the use of standard recipes and their importance in portion control using the transparency Standard recipe card (appendix, p. B-67).	APPENDIX: Standard recipe card, p. B-67.
3.9.3 display examples of standard utensils and equipment used in portion control such as scoops, spoons, ladles, and scales.	Portion control utensils and equipment.
3.9.4 have learners practice using different utensils and equipment to portion different food items.	Portion control utensils and equipment. Food items for laboratory.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.10 recognize the effect that metrication will have on the food service industry.
	3.11 analyze common factors such as waste and pilferage and their effect on cost control.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.10.1 lead a discussion on the effect that the metric system will have on food serve establishments.	
3.10.2 have learners use Metrication in the kitchen (appendix, pp. A-92-94) and Determining cost per unit (appendix, p. A-95) to practice measuring food and computing food cost using the metric system.	APPENDIX: Metrication in the kitchen, pp. A-92-94. APPENDIX: Determining cost per unit, p. A-95.
3.11.1 have learners "brainstorm" to compile a list of factors affecting cost other than the price of food such as spoilage, waste in preparation, excessive leftovers, and pilferage.	BOOKS 44 How to manage a restaurant, pp. 257-262.
3.11.2 discuss utilizing food surpluses and leftovers. Compile a number of slips listing leftovers and have learners list all of the ways that they can think of to use the leftover food.	
3.11.3 list and discuss cost controls other than food in a catering business. These may be divided into supplies, utilities, services, and occupancy charges.	BOOKS 33 Supervision and management of quantity food preparation, pp. 125-126.
3.11.4 lead discussion on pilferage, how it effects profits and how it can be controlled.	BOOKS 25 Food service management: A human relations approach, pp. 187-188.
3.11.5 divide class into groups of four to develop one-act skits showing that waste occurs and costs increase due to employee negligence or dishonesty. Stimulate class discussions on how the food caterer can eliminate these problems.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.12 identify terms and production procedures associated with specialty food preparation.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.12.1 have learners view and discuss Introduction to gourmet food service or similar film. Have learners complete Film note sheet (appendix, A-3) to aid in discussion.	FILMSTRIPS 131 Introduction to gourmet food service. APPENDIX: Film note sheet, p. A-3.
3.12.2 provide learners with a copy of Foodservice vocabulary to review common food service terms. This is an individual learner booklet that contains a wide variety of learning experiences.	LEARNING PACKAGES 164 Foodservice vocabulary.
3.12.3 have learners review terms in Food service careers, pp. 180-183, Food preparation for hotels, restaurants, and cafeterias, pp. 653-665, or other available sources. Have learners prepare a notebook of unfamiliar terms.	BOOKS 14 Food service careers, pp. 180-183. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 653-665.
3.12.4 have a session to allow learners to practice pronouncing the foreign terms used in specialty food preparation. Use tape recorder so that learners may be able to listen to their enunciation. Discuss the importance of being able to pronounce these terms correctly in working with clients.	BOOKS 14 Food service careers, pp. 180-183. 19 Food preparation for hotels, restaurants, and cafeterias, pp. 653-665. Tape recorder.
3.12.5 have learners complete Specialty food preparation terms (appendix, pp. A-96-97, B-68) crossword puzzle.	APPENDIX: Specialty food preparation terms, pp. A-96-97. Teacher key, p. B-68.
3.12.6 have learners review Adding eye appeal to foods, Food service careers, similar comprehensive foods textbooks, or magazines to identify pictured items which are examples of gourmet and/or specialty food preparation techniques. Have learners explain why they have chosen the particular example.	BOOKS 4 Adding eye appeal to foods. 14 Food service careers. Foods textbooks, magazines.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.12 identify terms and production procedures associated with specialty food preparation. (Cont'd)
	3.13 determine the use of specialty equipment.
	3.14 prepare specialty meat dishes.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.12.7 assign learners to start a personal collection of specialty or gourmet recipes gathered from cookbooks, restaurants, recognized cooks in the community, etc. Have learners share their collection in a later class period.	
3.13.1 have learners play Equipment description game (appendix, p. B-69) to identify names and uses of usual specialty utensils and equipment. Follow with a discussion of the important part specialty equipment plays in helping the caterer create and prepare unique and attractive specialty and gourmet food items.	APPENDIX: Equipment description game, p. B-69. Specialty utensils and equipment.
3.13.2 have learners discuss using traditional/common kitchen utensils and equipment in specialty food preparation. Have learners "brainstorm" to determine some of the items which may be used.	
3.13.3 have learners select an Equipment-pik-a-pak (appendix, pp. A-98 to A-114, B-70 to B-75) and complete the suggested activities in the individual learning packages.	APPENDIX: Equipment-pik-a-pak, pp. A-98 to A-114. Teacher key, B-70 to B-75. Specialty equipment, ingredients, to prepare items, boxes.
3.14.1 have learners discuss ways to prepare or serve meats in specialty entrees. Use Specialty meats discussion outline (appendix, pp. B-76 to B-77) for points to cover.	APPENDIX: Specialty meats discussion outline, pp. B-76 to B-77. BOOKS 19 Food preparation for hotels, restaurants, and cafeterias, Chs. 16-21.
3.14.2 divide learners into groups and have them prepare a specialty meat dish. Use Meat evaluation sheet (appendix, A-38) to score each dish prepared.	APPENDIX: Meat evaluation sheet, p. A-38.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.15 explain the principles to be followed in the selection and serving of specialty desserts.
	3.16 compare techniques which are used in preparing fancy creams, mousses, souffles, whips, and frozen desserts.
	3.17 prepare desserts which use the flaky or puff pastry as a base.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.15.1 lead a discussion on the physiological and psychological part that fancy desserts play in finishing a meal.	
3.15.2 have learners discuss the principles to be followed in selecting and serving desserts. Discuss such points as using appropriate desserts with different entrees (i.e., light desserts with heavy entrees) and the procedures to use in transporting and storing fancy desserts.	BOOK 14 Food service careers, pp. 139-142, 158-159.
3.16.1 have learners look in cookbooks to find examples of fancy parfaits, mousses, coupes, creams, and Baked Alaska. Lead a discussion on the preparation techniques which these desserts have in common.	Cookbooks.
3.16.2 demonstrate the preparation of meringues, mousses, souffles, puddings, creams, and frozen desserts. Lead a discussion on appropriate serving procedures, serving dishes, and garnishes for specialty desserts.	Ingredients for making desserts.
3.16.3 have each learner prepare a small meringue and make a meringue dessert. Have learners evaluate product using Meringue check sheet (appendix, p. A-115)	Ingredients for making desserts. APPENDIX: Meringue check sheet, p. A-115.
3.16.4 have learners prepare different desserts such as Baked Alaska, fruit mousse or souffle, Bavarian Cream, and cherries jubilee. Use General evaluation for desserts and cookies (appendix, p. A-116) to evaluate the product.	Ingredients for making desserts. APPENDIX: General evaluation for desserts and cookies, p. A-116.
3.17.1 lead a discussion on the special characteristics of flaky, Danish, and puff pastry. Have learners identify examples of desserts which have these pastries as a base and fillings which are appropriate for these pastries.	BOOK 19 Food preparation for hotels, restaurants, and cafeterias, pp. 566-593, 637-642.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.17 prepare desserts which use the flaky or puff pastry as a base. (Cont'd)
	3.18 prepare fancy cookies.

SUGGESTED STRATEGIES		REFERENCES AND RESOURCES
The teacher will:		
3.17.2	demonstrate the preparation and shaping of specialty pastries. Also demonstrate the use of the pastry bag.	Ingredients and equipment for making pastry, pastry bag.
3.17.3	have each learner prepare pastry and freeze for later use. Use Check sheet for flaky pastries (appendix, p. A-117) to evaluate the product.	Ingredients for making pastries. APPENDIX: Check sheet for flaky pastries, p. A-117.
3.17.4	have learners prepare fancy Danish pastries or have a committee of learners visit a local bakery and select a variety of pastries. The learners should attempt to purchase the pastry using purchasing and record keeping skills gained from previous competencies. Have learners identify catering situations when Danish pastries might be used, compare the price of bakery Danish and Danish prepared on-premise, and compare the use of Danish as a dessert in relation to more traditional desserts.	Bakeries, Danish pastries.
3.17.5	have class give a dessert social invite program administrators and advisory council members. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate experience.	Ingredients for preparing food. Administrators, advisory council. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
3.18.1	have learners research to find the origin and recipes for one of the following fancy cookies: a. Mexican Wedding Cakes b. Berlinerkranzen c. Timbales d. Springerle e. Spritz f. Scotch Shortbread g. Pfefferneusse have learners prepare cookies and exchange. Use General evaluation for desserts and cookies (appendix, p. A-116) to rate the cookies.	Ingredients for cookies. APPENDIX: General evaluation for desserts and cookies, p. A-116.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.18 prepare fancy cookies. (Cont'd)
	3.19 apply decoration techniques for special occasions.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.18.2 have learners prepare other fancy rolled and pressed cookies and freeze for future use. Use General evaluation for desserts and cookies (appendix, p. A-116) to rate the cookies.	Ingredients for cookies. APPENDIX: General evaluation for desserts and cookies, p. A-116.
3.18.3 have learners compare advantages and disadvantages of using bakery cookies for a catered affair. Have learners compare prices at a local bakery.	Bakery.
3.19.1 discuss and demonstrate the use of various equipment necessary for doing specialty decorations.	Decorating equipment. LEARNING PACKAGES 170 Catering specialist, VIII, p.
3.19.2 review the preparation of different icings and frostings.	
3.19.3 have a baker demonstrate fancy cake decorations or use the lesson plan and visual aids on creative cake making in Foods (cake selections).	Baker. CURRICULUM MATERIALS 63 Foods (cake selections).
3.19.4 have learners practice making flowers, leaves, borders, and letters with real icing on the bottom of muffin tins. Also have learners practice using rose pins.	Ingredients and equipment for cake decorating, rose pins.
3.19.5 divide a sheet cake made by class so that each learner has a portion. Have learners decorate their squares in their own unique style. Use Creative decoration score sheet (appendix, p. A-118) to evaluate items.	Ingredients and equipment for cake decorating. APPENDIX: Creative decoration score sheet, p. A-118.
3.19.6 have learners take orders for specialty cakes for a limited time. The cakes may be sold or the clients may provide the supplies.	Clients.

SUGGESTED STRATEGIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.20 apply decoration techniques for cakes, cookies, bread, sandwiches, etc.

SUGGESTED STRATEGIES		REFERENCES AND RESOURCES
The teacher will:		
3.20.1	lead learners in discussing the special art of shaping food. Display cookbooks and pictures showing molded or shaped foods.	Cookbooks, pictures.
3.20.2	demonstrate the technique of tinting food items such as breads, icings, and punches. Discuss the psychological effects, both good and bad, that certain colors in food may have on individuals. Have learners develop a bulletin board around the theme "Adding color to food."	Materials for demonstration. Materials for bulletin boards.
3.20.3	show pictures of nonsweet frosting such as whipped potatoes, cheese, salad dressing, and cream cheese which can be used on sandwiches or main dishes. Discuss how these are prepared and used in specialty cooking.	Pictures of food items.
3.20.4	have learners incorporate the shaping, tinting, and frosting skills in preparing and decorating food items such as pâté, salads, frozen desserts, and cakes. Use Creative decoration score sheet (appendix, A-118) to evaluate items.	Ingredients. APPENDIX: Creative decoration score sheet, p. A-118.
3.20.5	have learners identify other desserts which may be included in the specialty or gourmet category such as fruit and cheese trays.	
3.20.6	have learners cater the desserts for a community organization where fancy desserts could be in order. Have learners use dessert carts to serve a variety of specialty desserts. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate experience.	Community organizations. Fancy desserts, dessert carts. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 demonstrate skill in planning and production of food for a catered function. (Cont'd)	3.20 apply decoration techniques for cakes, cookies, bread, sandwiches, etc. (Cont'd)
	3.21 implement specialty techniques in the service and preparation of meals for special occasions.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.20.7 assist the class in having a bake sale to raise funds for special class experiences. This will also be an opportunity to use frozen items such as pastry shells and cookies.	Ingredients for baked goods.
3.21.1 have learners view The American heritage of international cooking or similar film. Use Film note sheet (appendix, p. A-3) to aid in discussion.	FILMSTRIPS 137 The American heritage of international cooking. APPENDIX: Film note sheet, p. A-3.
3.21.2 have learners prepare foreign dishes. Each group should prepare different dishes and put them together for an international buffet; or have learners set individual tables to represent different countries. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate experience.	Ingredients for foreign dishes. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
3.21.3 have learners volunteer to prepare a simple gourmet meal in their own homes, in the homes of a former client of the class, or in the homes of their teachers. The client should provide all needed supplies. Have client complete Gourmet meal check sheet (appendix, p. A-119) to evaluate learners' performance.	Clients. APPENDIX: Gourmet meal check sheet, p. A-119.
3.21.4 provide an opportunity for learners to work in a food service situation where they will receive experience in specialty food preparation. Use Work experience rating sheet (appendix, pp. A-9 to A-11) for evaluation.	Food service establishment. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions.	4.1 identify methods used to secure prospective catering clients.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.1 have learners write a short theme on how the catering service client differs from clients of other services. Compare papers in class and bring out the points that: a. catering clients differ in that they definitely want to buy the service (i.e. a wedding reception). b. catering clients are often unfamiliar with the services offered. Have learners discuss how this will affect their sales relationship with the prospective client.	BOOKS 5 Focus on profitable catering, pp. 113-114.
4.1.2 lead learners in discussing ways to obtain clients for on-premises and off-premises events.	BOOKS 5 Focus on profitable catering.
4.1.3 have learners interview a caterer to determine type of specialty, method of advertising, and other booking aspects of the catering business.	Caterer.
4.1.4 divide learners into groups and have them use the local newspapers to identify all possible prospective catered events and clients. Compare lists and allow learners to support any discrepancies in the lists.	Newspapers.
4.1.5 have learners conduct a community or school survey to see how many individuals may be interested in having catering done by the class and for what occasions.	Community.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions. (Cont'd)	4.2 recognize the importance of communications to catering management.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.1 lead learners in discussing how communications skills play an important part in successful catering management. Base presentation on materials in Ch. 7 of Food service management: A human relations approach and The hospitality industry--The world of food service, pp. 43-54. Charts or other visuals might be developed from illustrations included in the materials.	BOOKS 25 Food service management: A human relations approach, Ch. 7. 48 The hospitality industry--The world of food service, pp. 43-54. 5 Focus on profitable catering, pp. 92-93.
4.2.2 have learners view Basic communications or Communications. Discuss each concept as it is presented.	SLIDES 150 Basic communications. OTHERS 172 Communications.
4.2.3 divide class into small groups to prepare individual three minute speeches on some aspect of catering business, to be presented in class. Use Presentation score card (appendix, p. A-120) to evaluate activity.	APPENDIX: Presentation score card, p. A-120. BOOKS 7 Management of hospitality operations, pp. 43-50.
4.2.4 have learners listen to the tape, The importance of you to better telephone communications. Follow with a discussion of points covered.	OTHERS 173 The importance of you to better telephone communications.
4.2.5 discuss answering the telephone and taking catering orders and instructions using the transparency Telephone rules that lead to increased business (appendix, p. B-78). Have learners evaluate cartoons of telephone etiquette given in Dietitian aide, pp. 196-198.	APPENDIX: Telephone rules that lead to increased business, p. B-78. CURRICULUM MATERIALS 67 Dietitian aide, pp. 196-198.
4.2.6 divide learners in groups to practice answering the telephone properly for various types of incoming calls using "telephone kits" available through the telephone company, in certain areas.	Telephone company kits.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions. (Cont'd)	4.3 develop materials to be used in advertising the catering business.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.3.1 invite a newspaper person to discuss preparations of news releases--getting the "Who? What? When? and Where?" in the first paragraph; deadline; approaches; etc. Discuss the differences in writing various kinds of news releases.	Local newspaper person.
4.3.2 have learners analyze news articles to determine plans, activities, accomplishments, and special interests of value to the catering business.	News articles.
4.3.3 lead a discussion on the parts of a good ad for the catering business such as statement of type occasions catered, services offered, staffing, and a distinctive logo. Use opaque projector to have learners view examples of catering advertisements. Have learners use Planning advertisements for a catering business (appendix, p. A-121) to develop an ad for an actual class event. Have learners select the best ad and arrange to have it appear in a newspaper.	Opaque projector, catering advertisements. APPENDIX: Planning advertisements for a catering business, p. A-121. Local newspaper.
4.3.4 have learners identify other ways that a catering business may advertise such as billboards, radio, classified section of telephone directory, and mailing lists. Discuss how these forms of advertisements would be different from the newspaper ads developed.	BOOKS 5 Focus on profitable catering, pp. 122-123.
4.3.5 have learners write a letter to a prospective client. Evaluate letter to see if it meets criteria suggested in Focus on profitable catering, pp. 117-118, and if it conforms to standard letter writing procedures such as correct format, grammar, and spelling.	BOOKS 5 Focus on profitable catering, pp. 117-118. 7 Management of hospitality operations, pp. 51-53.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions. (Cont'd)	4.3 develop materials to be used in advertising the catering business. (Cont'd)
	4.4 utilize appropriate procedures for booking a catered event.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.3.6 divide learners into groups to prepare an attractive brochure illustrating basic information about the catering business. Evaluate booklets to determine if all parts are included that were suggested in strategy 4.3.3.	
4.3.7 have learners keep a notebook for facts, ideas, speeches, commercials, and sketch ideas that may be used in publicizing the catering business, adding to it as ideas or suggestions are found.	Notebook.
4.4.1 lead a discussion on the use of sales materials for effective merchandizing of catering service. Have learners suggest items which may be used as sales materials such as photo albums, testimonials, slides, model rooms.	BOOKS 5 Focus on profitable catering, pp. 121-122.
4.4.2 have learners develop selected sales materials to use in booking catered affairs. If possible, have learners take pictures of or video tape class experiences and actual catered events by local caterers.	Camera, video tape, film. Local caterers.
4.4.3 Use Salesmanship (appendix, p. B-79) to discuss procedures to use in the sales interview.	APPENDIX: Salesmanship, p. B-79. BOOKS 5 Focus on profitable catering, pp. 119-120.
4.4.4 display various kinds of booking forms which are used in catering such as sales report forms, confirmed booking reports, cancellation reports, and contracts. Lead discussion on the use of each form.	Various booking forms. BOOKS 5 Focus on profitable catering, Ch. 3.
4.4.5 lead a discussion on the importance of contracts. Pass examples of contracts around for learners to examine. Have learners practice completing a contract using Catering contract, pp. A-122 to A-123).	APPENDIX: Catering contract, pp. A-122 to A-123.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions. (Cont'd)	4.4 utilize appropriate procedures for booking a catered event. (Cont'd)
	4.5 recognize the procedures to use in following-up a catered event.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.4.6 lead learners in discussing financial considerations associated with booking a catered event such as: a. the need for a written financial agreement with all clients, including friends. b. the importance of making sure clients understand all charges. c. the aspects of establishing credit with clients. d. the use of advance deposits and loss of deposits. e. gratuity policies for workers.	
4.4.7 have a caterer visit class and discuss "talking with the client." Topics to be covered are: a. setting up the menu. b. confirming number in party. c. determining style of party. d. confirming date and time. e. settling cost in contract agreement.	Local caterer.
4.4.8 have learners work in pairs to practice booking catering events using menu booklets, other booking materials, and Catering contracts (appendix, pp. A-122 to A-123). Each learner should have an opportunity to be both client and caterer.	APPENDIX: Catering contract, pp. A-122 to A-123.
4.4.9 provide an opportunity for each of the learners to secure clients for a class project using necessary booking materials.	
4.5.1 discuss the importance of following up a catered affair. Have learners create a loose-leaf booklet including necessary forms for following up a catered affair which may be obtained at a local catering establishment.	Forms. Local catering establishments.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate skill in booking catered functions. (Cont'd)	4.5 recognize the procedures to use in following-up a catered event. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.5.2 have learners divide into pairs and role play thanking the customer, learning of the customer satisfaction or complaints, attempting to rebook the event for future dates, and securing information for keeping up-to-date, adequately written files. Have them use forms which have been developed from collected materials.	Forms.
4.5.3 have learners follow up some of the events they have previously catered and try to rebook them.	
4.5.4 have learners read page 286 in Management of hospitality operations and discuss the importance to the caterer of cultivating regular clientele.	BOOKS 7 Management of hospitality operations, p. 286.
4.5.5 have learners develop a customer file and a general filing system to be used for future class experiences.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair.	5.1 cite basic art principles needed to create interesting arrangements of facilities, decorations, and accessories.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 introduce the study on creativity by having learners complete How creative am I? (appendix, p. A-124). Have learners discuss drawings. Emphasize that there are no wrong or right answers.	APPENDIX: How creative am I?, p. A-124.
5.1.2 lead learners in defining creativity and discussing the importance of creativity for caterers. Some points to emphasize are: a. to be creative, one needs to look at each situation in a "new" light. b. timidity tends to abort creativity. c. creativity requires work. d. creativity can be based on rearrangement, reversal, combination, addition, multiplication, subtraction of traditional/conventional methods and ideas. e. there is no set formula for developing creative ability; however, there are guidelines which may be followed.	CURRICULUM MATERIALS 57 Teaching packet for new dimensions in creativity.
5.1.3 point out some of the guidelines to use in creating attractive designs in catering. Use the transparency Teaching art design and principles for the caterer (appendix, pp. B-80 to B-84) to discuss basic design principles. Have learners "brainstorm" to determine principles to apply when using color in designs.	APPENDIX: Teaching art design and principles for the caterer, pp. B-80 to B-84.
5.1.4 have learners look through magazines to find examples of each art principle as related particularly to food, table setting, and food service.	Various magazines.
5.1.5 have learners compile on chalkboard a list of items which require the use of design principles to create. Examples are centerpieces, banners, ice carvings, garnishes, foods, floral decorations, buntings, and table decorations.	Chalkboard.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.2 determine themes appropriate for different catered functions.
	5.3 use creative table appointments suitable for different catered functions.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.2.1 have learners review the types of functions which are typically catered in Focus on profitable catering, Ch. 4.	BOOKS 5 Focus on profitable catering, Ch. 4.
5.2.2 familiarize learners with traditional themes that can be used for common/usual catered functions such as Christmas parties, bar/bas mitzvahs, weddings, etc.	BOOKS 50 Catering handbook.
5.2.3 use transparency Let creativity set the theme of the catered event (appendix, p. B-85) to lead learners in creative brainstorming to determine themes for various catered functions.	APPENDIX: Let creativity set the theme of the catered event, p. B-85.
5.2.4 have learners complete Repercussions on the theme (appendix, p. A-125). Follow with a discussion of the learners' solutions.	APPENDIX: Repercussions on the theme, p. A-125.
5.2.5 have learners develop a theme/ideas file or scrapbook. Have learners share their collections in a later class experience.	
5.3.1 have learners develop a bulletin board showing pictures of different centerpieces which would be appropriate for use at catered affairs.	Pictures, bulletin board materials.
5.3.2 use transparency, Centerpieces (appendix, pp. B-86 to B-87) for learners to compare centerpieces for a table seating approximately six and a table seating fifty. Follow with a discussion regarding the relationship between the size of the table and the size of the centerpiece.	APPENDIX: Centerpieces, pp. B-86 to B-87. BOOKS 16 Buffet catering, p. 24.
5.3.3 lead discussion on where and when to use different materials such as flowers, candles, fruits, flags, food, and dolls as centerpieces.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.3 use creative table appointments suitable for different catered functions. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.3.4 distribute and discuss Basic floral materials and arrangement (appendix, p. A-126).	APPENDIX: Basic floral materials and arrangement, p. A-126.
5.3.5 have a florist bring various arrangements appropriate for different catered events to class or take learners on field trip to a florist. Have florist demonstrate the arrangement of different pieces. If field trip is taken, have learners use Field trip/observation note sheet (appendix, p. A-7). Have learners obtain price quotations for different floral arrangements and compare the price of florist and caterer prepared arrangements. Discuss advantages and disadvantages of using both.	Florist. APPENDIX: Field trip/observation note sheet, p. A-7.
5.3.6 have learners read about ice carvings in Buffet catering, pp. 224-233. As they read, have them list occasions when ice carvings would be practical and appropriate.	BOOKS 16 Buffet catering, pp. 224-233.
5.3.7 have learners observe an ice carving demonstration by a local artist.	Local artist.
5.3.8 have learners prepare an ice carving. Use Creative decoration score sheet (appendix, p. A-118) to evaluate items.	BOOKS 2 Ice carving made easy. APPENDIX: Creative decoration score sheet, p. A-118.
5.3.9 have learners discuss other sculptures which may be used such as hardened butter, food items, or papier-mâché.	
5.3.10 have learners practice folding napkins into fancy folds using Napkin pleasers (appendix, pp. A-127 to A-128) as a guide.	APPENDIX: Napkin pleasers, pp. A-127 to A-128.
5.3.11 have learners design place cards for various occasions. Use Creative decoration score sheet (appendix, p. A-118) to evaluate items.	APPENDIX: Creative decoration score sheet, p. A-118.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.3 use creative table appointments suitable for different catered functions. (Cont'd)
	5.4 design room decoration appropriate for various catered affairs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.3.12 give three different themes for a practice session, dividing the learners into three groups to make table decorations applicable to these themes. Examples of themes are: a. Homecoming b. Bridal shower c. Hunting party Have learners critique each group's work using the Creative decoration score sheet (appendix, p. A-118).	Materials for decorations. APPENDIX: Creative decoration score sheet, p. A-118.
5.3.13 have learners use Creative table setting (appendix, p. A-129) to develop different table settings. Learners may want to enter their settings in one of the table setting contests such as Fostoria, Pickard, Oxford, or Lenox.	APPENDIX: Creative table setting, p. A-129. Contest information from Forecast or What's New magazines.
5.4.1 invite an interior decorator or caterer to share important hints on room decoration with learners.	Interior decorator or caterer.
5.4.2 arrange for class to visit a professionally catered formal function prior to the serving hour so learners can observe room decoration and arrangement principles actually being applied. Provide learners with Field trip/observation note sheet (appendix, p. A-7).	Person in charge of contract for catering. APPENDIX: Field trip/observation note sheet, p. A-7.
5.4.3 present various types of ribbons, buntings, floral decorations, etc. Have learners discuss and demonstrate how they can be used to decorate for various themes.	Various decorations and accessories. BOOKS 50 Catering handbook, pp. 100-101.
5.4.4 have learners use available materials to construct decorations for various occasions keeping the art principles in mind. Examples are free standing displays, items for podiums, and banners. Use Creative decoration score sheet (appendix, p. A-118) to evaluate work.	Materials for constructing decorations. APPENDIX: Creative decoration score sheet, p. A-118.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.4 design room decoration appropriate for various catered affairs. (Cont'd)
	5.5 identify complementary items or auxiliary services which might be used in a catered affair.
	5.6 exhibit creativity in food preparation.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.4.5 have learners plan and assemble the decorations and refreshments for a school dance such as a prom, using a particular decorating theme.	
5.5.1 lead a discussion on the nature of complementary items (i.e., music, prints, photographs), and their use in catered affairs.	BOOKS 50 Catering handbook, pp. 122-129. 5 Focus on profitable catering, pp. 45-47.
5.5.2 ask a representative from a printer's shop to bring samples of the various kinds of printed matter ordered by caterers (such as place cards, matchbooks, invitations), and allow learners to ask questions about the different styles. Have learners exchange new ideas on printed matter for catered functions.	Representative from a printing shop. BOOKS 26 Management by menu, pp. 174-197. 5 Focus on profitable catering, p. 47.
5.5.3 invite free-lance and professional musicians and photographers to the class. Ask them to supply information concerning their services as they relate to the catering business.	Local musician or photographer. BOOKS 5 Focus on profitable catering. p. 46.
5.5.4 assign groups of learners specific themes (holidays, political receptions, etc.) and have them prepare a music bibliography based on albums that can be checked out from the public library.	Public library. BOOKS 5 Focus on profitable catering. p. 46.
5.5.5 have individual learners contact local bands, music stores, etc. to compare the prices and arrangements necessary to provide music for different catered events. Have learners report findings to class.	Musician, music stores. BOOKS 5 Focus on profitable catering. p. 46.
5.6.1 have learners use Dessert trims and design ideas (appendix, p. A-130) to suggest a variety of appropriate dessert decorations for parties for school-age youths.	APPENDIX: Dessert trims and design ideas, p. A-130.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.6 exhibit creativity in food preparation. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.6.2 have learners make their own cut-out cakes for special occasions. The design should show creativity in design or use for a particular theme. Have learners use Creative decoration score sheet (appendix, p. A-113) to evaluate work.	Ingredients and materials for cake. APPENDIX: Creative decoration score sheet, p. A-118.
5.6.3 select a simple food such as a hamburger. Allow learners to use creative brainstorming to compile a list of items and methods which could be used to vary the item.	
5.6.4 have learners create and prepare a new recipe. Have a panel of outside judges use Creative food preparation score sheet (appendix, p. B-88) to evaluate results. Learners may want to perfect dishes and submit them in one of the food preparation contests such as Woman's Day, Pillsbury, etc.	Ingredients for dishes. APPENDIX: Creative food preparation score sheet, p. B-88. Contest information.
5.6.5 provide each learner with a convenience food to take home (if funds permit). The learner is to add to the convenience food to develop a new creation. The convenience food may be a product such as cake mix, instant potatoes, or soup. Have learners bring their creation to class and share with others. Lead discussion on the place of convenience products in catering.	Convenience food products.
5.6.6 have learners visit a restaurant which serves foreign food such as Chinese, Greek, etc. Have learners observe the decor and food preparation using Field trip/observation note sheet (appendix, p. A-7).	Restaurant which serves foreign food. APPENDIX: Field trip/observation note sheet, p. A-7.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 interpret customer's needs in selecting appropriate decorations, accessories, and equipment for catered affair. (Cont'd)	5.6 exhibit creativity in food preparation. (Cont'd)
	5.7 implement the complete plan for decorations in carrying out the theme.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.6.7 have learners plan and prepare foreign meals such as a. Chinese, b. German, c. Greek, d. Italian, e. Jewish. The learners should decorate the table and room appropriately and as authenic as possible. Use Rating device for food preparation laboratory (appendix, pp. B-31 to B-33) to evaluate the lesson.	Food for laboratory. APPENDIX: Rating device for food preparation laboratory, pp. B-31 to B-33.
5.7.1 have learners play Put it all together (appendix, pp. B-89 to B-94). The game summarizes interpreting customers needs in selecting suitable themes, decorations, and accessories.	APPENDIX: Put it all together. pp. B-89 to B-94.
5.7.2 have learners work in groups to develop decoration plans for elegant and/or lavish catered functions. Distribute Let your imagination go (appendix, p. A-131) to help learners start thinking of ideas for unusual decorations. Use Creative decoration score sheet (appendix, p. A-118) to evaluate plans.	APPENDIX: Let your imagination go, p. A-131. APPENDIX: Creative decoration score sheet, p. A-118. BOOKS 5 Focus on profitable catering, p. 44.
5.7.3 provide an opportunity for learners to work with a caterer, assisting with selecting and arranging appropriate decorations and accessories for catered affairs. Provide learners with Work experience rating sheet (appendix, pp. A-9 to A-11).	Caterer. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees.	6.1 suggest specific steps to use when selecting personnel for the catering establishment.
	6.2 plan staff development programs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 have learners read chapter 11 in Introduction to modern food and beverage service for an overview of supervising personnel.	BOOKS 22 Introduction to modern food and beverage service.
6.1.2 have learners brainstorm to compile a list of characteristics that they would look for in a potential catering employee. Have learners share their lists with the entire class.	
6.1.3 have learners review the list in Focus on profitable catering, pp. 17-18, 98-99, to determine the kinds of staff which may be employed.	BOOKS 5 Focus on profitable catering, pp. 17-18, 98-99.
6.1.4 have a caterer speak to class on how to select personnel for a catering business.	Caterer.
6.1.5 lead learners in discussing the procedures to use in finding and selecting staff such as: a. checking all available sources. b. publicizing position. c. developing or using application forms. d. interviewing. e. checking references.	BOOKS 44 How to manage a restaurant, pp. 35-42.
6.1.6 have learners practice interviewing a prospective employee using technique suggested in Effective interviewing (appendix, p. A-132).	APPENDIX: Effective interviewing, p. A-132.
6.2.1 lead learners in discussing the food caterer's responsibility in orienting and/or training employees.	
6.2.2 have learners view The training memorandum and complete the study guide.	FILMS 119 The training memorandum.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees. (Cont'd)	6.2 plan staff development programs. (Cont'd)
	6.3 analyze procedures appropriate for use in supervising catering employees.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.3 lead a chalkboard discussion on the information that a caterer should give an employee during the orientation period such as: a. organization policies and objectives. b. wage and hours. c. job description.	
6.2.4 lead learners in discussing the methods used in on-the-job or in-service employee training.	BOOKS 7 Management of hospitality operations, pp. 73-77. 25 Food service management: A human relations approach, pp. 82-83, 131-143. 44 How to manage a restaurant, pp. 42-44.
6.2.5 have learners prepare a training program to instruct an employee in some aspect of the catering business such as: a. preparation techniques. b. safety or sanitation concepts. c. storage principles. Have learners present program to class. Use Presentation score card (appendix, p. A-120) to evaluate programs. Have learners repeat presentation to another group such as at a FHA or HERO meeting.	APPENDIX: Presentation score card, p. A-120.
6.3.1 have learners propose activities that they believe are supervisory functions of the caterer and list them on the chalkboard.	BOOKS 7 Management of hospitality operations, pp. 68-69. Chalkboard.
6.3.2 have learners view the film The supervisor: Motivating through insight and complete the study guide to aid in discussion.	FILMS 118 The supervisor: Motivating through insight.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees. (Cont'd)	6.3 analyze procedures appropriate for use in supervising catering employees. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.3.3 define and discuss motivation. Have learners give examples of how managers (caterers) can effectively motivate their employees.	BOOKS 25 Food service management: A human relations approach, pp. 85-90. 7 Management of hospitality operations, pp. 62-65.
6.3.4 assign learners selected case studies concerning motivation techniques to use with employees found in Food service management: A human relations approach, pp. 88-91.	BOOKS 25 Food service management: A human relations approach, pp. 88-91.
6.3.5 have learners compile a list of morale builders that a caterer might use in motivating employees. Have learners compare their lists with those in Management of hospitality operations, pp. 86-91. Have learners discuss those suggested in both lists.	BOOKS 7 Management of hospitality operations, pp. 86-91.
6.3.6 lead learners in discussing establishing a good relationship with employees. Have learners identify other relationships that are important to the caterer.	BOOKS 7 Management of hospitality operations, pp. 81-83. 25 Food service management: A human relations approach, pp. 94-100.
6.3.7 have learners view the film Discipline - A matter of judgement and complete the study guide to aid in discussion. Follow with a more detailed discussion of how to work with different kinds of people.	FILMS 98 Discipline - A matter of judgement. BOOKS 25 Food service management: A human relations approach, pp. 123-128. 7 Management of hospitality operations, pp. 65-68, 70-73.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees. (Cont'd)	6.3 analyze procedures appropriate for use in supervising catering employees. (Cont'd)
	6.4 develop work schedules for catering activities.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.3.8 divide learners into teams and have them develop lists of employee problems which might occur in a catering establishment. Have learners role play as to how the caterer would handle the situation.	
6.3.9 lead learners in discussing delegating responsibility. Have learners identify methods that the food caterer can use to delegate tasks to employees.	BOOKS 7 Management of hospitality operations, pp. 28-30.
6.3.10 have learners develop a check in/out system to be used in the class.	
6.4.1 lead learners in discussing the importance of scheduling in the catering business. Illustrate the procedure for making a work sheet using Procedure for making a work sheet (appendix, p. B-95) and Work schedule (appendix, p. A-133).	BOOKS 7 Management of hospitality operations, pp. 121-126. 25 Food service management: A human relations approach, pp. 171-173. APPENDIX: Procedure for making a work sheet, p. B-95. APPENDIX: Work schedule, p. A-133.
6.4.2 have learners visit a catering establishment and observe the tasks that are performed. Have learners use Work sheets (appendix, pp. A-134 to A-135) to develop a work schedule which could have been used for the employees performing the tasks observed.	Catering establishment. APPENDIX: Work sheets, pp. A-134 to A-135.
6.4.3 have learners use Work sheets (appendix, pp. A-134 to A-135) and Work schedule (appendix, p. A-133) to develop a schedule for a planned class experience (duties should be performed according to the schedule). Have some learners assume the role of caterers and others act as caterer assistants.	APPENDIX: Work sheets, pp. A-134 to A-135. APPENDIX: Work schedule, p. A-133.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees. (Cont'd)	6.5 identify methods used to increase worker productivity.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.5.1 have learners view film Increasing productivity and complete study guide to reveal need of motivation, organization, and job planning to increase workers' abilities. Follow with a discussion on the procedures used in food service establishments to increase productivity.	FILMS 102 Increasing productivity. BOOKS 7 Management of hospitality operations, pp. 109-120.
6.5.2 assign learners oral reports on time study, motion economy, and the Gilbreth Principles.	BOOKS 44 How to manage a restaurant, pp. 285-289.
6.5.3 discuss work simplification as a guide for reducing fatigue and increasing productivity in catered affairs.	BOOKS 25 Food service management: A human relations approach, Ch. 11.
6.5.4 have learners role play an employee carrying out a catered affair. Determine the motion consciousness of the worker. Find the mistakes, if any, and suggest better ways.	
6.5.5 have learners video tape or observe a catered event. Have learners act as silent supervisors, and analyze the situation for motion economy. Have learners write down thoughts of what could be said to the employees to effect a smooth flow of work and increase efficiency. Have learners share thoughts with entire class.	Video equipment.
6.5.6 have groups of learners work in laboratory as it is presently set up to prepare a simple meal. Have other learners record their motion-flow on large sheets of paper (A nail board also may be used). There should be a nail for each major piece of equipment. Have preparation group repeat activity after rearranging the equipment for maximum efficiency. Analyze the before and after charts and discuss.	Food for lab, sheets of paper, string, nails board.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 demonstrate skill in supervision of employees. (Cont'd)	6.5 identify methods used to increase worker productivity.
	6.6 utilise objective techniques in evaluating the performance of catering personnel.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.5.7 have small groups of learners set up and give complete demonstrations illustrating shortcuts in methods, equipment, and motion. Examples of items to include are sandwich and salad making.	
6.6.1 have learners view the film Eye of the supervisor. Complete study guide and discuss personnel evaluation(s).	FILMS 99 Eye of the supervisor.
6.6.2 have learners read pages 128-131 in Food service management: A human relations approach. Have learners use the personnel evaluations included to assess the performance of learners in a class activity.	BOOKS 25 Food service management: A human relations approach, pp. 128-131.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions.	7.1 apply principles of organization through management in a catering business.
	7.2 determine equipment, supplies, and facilities needed in a food catering business.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.1 have learners read chapter 8 in Focus on profitable catering and use suggestions to develop a master checklist of items and activities which must be coordinated when planning a catered affair. Duplicate the checklist for use in the class.	BOOKS 5 Focus on profitable catering, Ch. 8.
7.1.2 have learners review the tasks included under administrative activities in Focus on profitable catering, pp. 91-93.	BOOKS 5 Focus on profitable catering, pp. 91-93.
7.1.3 lead discussion on the importance of organization. Topics to cover: a. setting goals. b. organizational charts. c. job descriptions. d. task specifications.	BOOKS 14 Food service careers, Ch. 3. 44 How to manage a restaurant, pp. 43-46, 268-285.
7.1.4 prepare a bulletin board with examples of organizational charts, job descriptions, and work sheets.	Bulletin board materials.
7.1.5 have class prepare an organizational chart, job descriptions, and task specifications for a fictional catering establishment.	BOOKS 33 Supervision and management of quanity food preparation, Ch. 2.
7.2.1 lead learners in discussing the advantages and disadvantages of on-premise and off-premise functions, and consider the cost of having on-premise facilities available to clients.	BOOKS 33 Supervision and management of quanity food preparation, pp. 75-81.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions. (Cont'd)	7.2 determine equipment, supplies, and facilities needed in a food catering business. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.2.2 assign different learners to investigate the cost involved in renting and/or arranging for various kinds of halls and banquet rooms such as at restaurants, hotels, clubs, and churches. Have learners consider the facilities in relation to each item listed under physical arrangement in Focus on profitable catering, pp. 94-95. Have learners secure printed materials which are used in making the arrangements (i.e., contracts brochure) when possible. Have learners report information to class. Have learners compile a list of equipment that the caterer may have available even if on-premise facilities are not offered such as chairs, card tables, etc.	Businesses and organizations. BOOKS 5 Focus on profitable catering, pp. 94-95.
7.2.3 have learners read information concerning the importance of equipment to the catering business in Focus on profitable catering, pp. 48-49, 96.	BOOKS 5 Focus on profitable catering, pp. 48-49, 96.
7.2.4 have learners review various catering textbooks and list the different types of guest service equipment needed such as china, flatware, chafing dishes, trays, glassware, linens and napkins, and disposables.	BOOKS 5 Focus on profitable catering, pp. 53-59. 43 Successful catering, pp. 50-56. 28 Catering, pp. 19-21. 50 Catering handbook, pp. 13-30.
7.2.5 have learners use a menu prepared in a previous class experience and estimate how many of each piece of service equipment would be needed for approximately 30-35 guests.	
7.2.6 provide a definition of linen as it is related to the caterer and have learners list items considered linens.	BOOKS 50 Catering handbook, p. 22.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions. (Cont'd)	7.2 determine equipment, supplies, and facilities needed in a food catering business. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.2.7 lead a discussion on: a. the advantages and disadvantages of buying and renting linens. b. the use of paper goods such as cups, plates, bowls, tablecloths, napkins. c. the advantages and disadvantages of using paper over linen or vice versa.	BOOKS 5 Focus on profitable catering, pp. 59-60.
7.2.8 have an equipment manufacturer representative visit the class to discuss large kitchen equipment needs of a food caterer. Have learners visit various kinds and sizes of catering kitchens and make a list of all equipment that they observe. Provide learners with Field trip/observation note sheet (appendix, p. A-7).	Equipment manufacturer representative. Catering kitchens. APPENDIX: Field trip/observation note sheet, p. A-7.
7.2.9 have learners read about small tools/utensils in Successful catering, pp. 48-49.	BOOKS 43 Successful catering, pp. 48-49.
7.2.10 have learners discuss ways they might have to adjust to using the equipment in a client's home.	BOOKS 50 Catering handbook, pp. 30-33.
7.2.11 have learners divide into small "I wish" groups and compile a list of the equipment that they would include in a small catering establishment that they would like to start. Have learners use equipment catalogs or textbooks. Have groups share their lists with the class justifying choices made.	Equipment catalogs, textbooks. BOOKS 44 How to manage a restaurant, Ch. 7. 33 Supervision and management of quanity food preparation, Ch. 5.
7.2.12 [illegible] learners in discussing general guidelines to follow in purchasing equipment.	BOOKS 44 How to manage a restaurant, Ch. 7. 33 Supervision and management of quanity food preparation, Ch. 5.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions. (Cont'd)	7.3 utilize appropriate managerial skills in planning for a catered event.
	7.4 list policies and regulations which affect the food caterer.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.3.1 have learners review the managerial skills and characteristics needed by a caterer which were identified in Competency 1. Have learners redefine them in relation to the course experiences.	
7.3.2 have learners read concerning coping with the problems that a caterer must handle in Focus on profitable catering, pp. 58-60.	BOOKS 5 Focus on profitable catering, pp. 58-60.
7.3.3 have learners complete Emergencies: Case studies (appendix, p. A-136) and discuss solutions reached with class.	APPENDIX: Emergencies: Case studies, p. A-136.
7.3.4 have learners practice determining the complete cost for a catered event.	BOOKS 5 Focus on profitable catering, pp. 19-20.
7.3.5 have learners use The cost of Sunshine Catering Service (appendix, p. A-137) to evaluate pricing decisions.	APPENDIX: The cost of Sunshine Catering Service, p. A-137.
7.3.6 assign learners a final long term project of making the complete plans for a catered function using problems specified in A catered event project (appendix, pp. A-138 to A-139).	APPENDIX: A catered event project, pp. A-138 to A-139.
7.3.7 have learners complete a mini-management internship with a local caterer. Provide learners with Work experience rating sheet (appendix, pp. A-9 to A-11)	Caterer. APPENDIX: Work experience rating sheet, pp. A-9 to A-11.
7.3.8 provide an opportunity for each learner to function as the manager for one of the class experiences.	
7.4.1 compare several types of policy manuals, such as private, state, and federal food service policy manuals. Have learners list all provisions which they interpret as related to catering establishments.	Policy manuals.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions. (Cont'd)	7.4 list policies and regulations which affect the food caterer. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.4.2 have learners interview several local caterers in order to determine the fringe benefits secured by employees. Have learners make a list of fringe benefits they would like to get as catering employees.	Catering establishments.
7.4.3 have a social security representative speak to the class concerning this form of worker's insurance both from the standpoint of the employee and the employer.	Social security representative.
7.4.4 have an income tax representative speak to the class concerning reporting income.	Income tax representative.
7.4.5 display forms and records that the caterer usually would have to complete for the business such as for social security, income taxes, etc.	Forms and records.
7.4.6 have learners practice completing various financial forms obtained from different regulatory agencies.	Financial forms.
7.4.7 have learners set up a mock trial using Your day at court (appendix, p. B-96) to illustrate irregularities in policies at a catering establishment. The learners may have to research their cast parts. Some learners may desire to bring in a resource person in their respective area to help them present their information.	APPENDIX: Your day at court, p. B-96.
7.4.8 have learners give oral reports from various newspapers, periodicals, and other references about the following topics relating laws regulating the food service industry such as: a. minors. b. fair employment practices. c. labor organizations.	Newspapers and periodicals. BOOKS 44 How to manage a restaurant, Ch. 17. 25 Food service management: A human relations approach, p. 103. 14 Food service careers, Ch. 15.

COMPETENCIES	OBJECTIVES
The learners will be able to:	**The learners will:**
7 utilize administration practices in management of catered functions. (Cont'd)	**7.4 list policies and regulations which affect the food caterer. (Cont'd)**
	7.5 identify factors which must be considered before starting a catering business.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.4.9 have learners set up policies and regulations which could be used by the next class. Construct appropriate charts and posters for the lab. If the class has functioned by the previous class' rules and regulations, have them evaluate their effectiveness and include the revisions in their plan.	
7.5.1 have several caterers of various size catering establishments visit class and discuss: a. how the business was started. b. problems experienced in running a catering business. c. successes that they have had in the business. The presentation may be taped for future use.	Caterers. Tape recorder.
7.5.2 have groups of learners use Questions to ask before starting a business (appendix, p. A-140) to develop questions to ask the visiting caterers, or have learners do library research to answer the questions. Lead learners in discussing where to find more specific answers to questions such as at the: a. bank concerning lending procedures. b. Chamber of Commerce concerning location and potential business growth.	APPENDIX: Questions to ask before starting a business, p. A-140. BOOKS 44 How to manage a restaurant. 5 Focus on profitable catering, Ch. 1. 10 A business of your own. 34 Legal aspects of hotel, motel, and restaurant operation.
7.5.3 divide learners into small groups and have mini debates on "the type of catering business to start." Some points which may be considered are: a. type of food to offer. b. hours and days of operation. c. projected sales. d. type of service to offer. e. physical facilities to include. f. amount of initial capital needed. g. equipment needed. h. potential of different locations.	

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COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 utilize administration practices in management of catered functions. (Cont'd)	7.5 identify factors which must be considered before starting a catering business. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.5.4 have learners complete Case studies of bankruptcy (appendix, p. A-141). Lead learners in discussing the: a. decisions made. b. possible solutions to the problem identified. c. implication of the problems for proper training before starting a catering business.	APPENDIX: Case studies of bankruptcy, p. A-141.
7.5.5 have learners do a community survey to determine if their location has potential for a catering business, what kind, where, etc.	Community.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 assume the responsibilities of a food caterer.	8.1 apply learning from the course in carrying out a catered affair.
	8.2 evaluate personal learning from the course.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.1.1 use Final catered affair project (appendix, pp. B-97-99) to assign learners duties for the culminating laboratory experience. Have learners plan and carry out an on-premises catered affair.	APPENDIX: Final catered affair project, pp. B-97-99. Client.
8.1.2 have learners obtain a client for an off-premises catered event. Have learners plan and carry out the function. Use Final catered affair project (appendix, pp. B-97-99) to make assignments for this experience.	APPENDIX: Final catered affair project, pp. B-97-99.
8.2.1 have learners evaluate the events catered using Final catered affair evaluation outline (appendix, p. A-142) and appropriate evaluation sheets from previous laboratory experiences. Re-emphasize the need for food caterers to do evaluations after each event in order to improve services offered to clients.	APPENDIX: Final catered affair evaluation outline, p. A-142. Score sheets from previous laboratory experiences.
8.2.2 distribute The inn sales slip (appendix, p. A-63) and The inn (appendix, p. A-64) and have learners evaluate module and program experiences.	APPENDIX: The inn sales slip, p. A-63. APPENDIX: The inn, p. A-64.
8.2.3 review with learners work experience assessments given by employers using Work experience rating sheet (appendix, pp. A-9-11).	APPENDIX: Work experience rating sheet, pp. A-9-11.
8.2.4 summarize with a "Looking Ahead Session." Remind learners of the introductory activity where they told of experiences in their past. Have learners look ahead and tell what they would like to be doing professionally in ten years.	

This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

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93 National Educational Media, Inc. A cool head for salads (FS 106). 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 14 minutes).

94 National Educational Media, Inc. Braising and stewing (FS 132). Chicago, Illinois 60611: National Restaurant Association, n.d. (color, $148.00 purchase, 16 mm, 12 minutes). Synopsis: Demonstrates processes of braising and stewing.

95 National Educational Media, Inc. Broiling (FS 105). Chicago, Illinois 60611: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 12 minutes). Synopsis: Procedures for broiling quality foods.

FILMS (Cont'd)

96 National Educational Media, Inc. Courtesy: Food service is people service (FS 114). 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 15 minutes).

97 National Educational Media, Inc. Courtesy: The inside story (FS 115). 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 14 minutes).

98 National Educational Media, Inc. Discipline - A matter of judgment (M 304). Chicago, Illinois: National Restaurant Association, n.d. (color, $225.00 purchase, 16 mm, 16 minutes). Synopsis: Teaches that the use of discipline is to educate, not to humiliate.

99 National Educational Media, Inc. Eye of the supervisor (M 301). Chicago, Illinois: National Restaurant Association, n.d. (color, $225.00 purchase, 16 mm, 12 minutes). Synopsis: Equips supervisory personnel to review and evaluate employee performance.

100 National Educational Media, Inc. Food purchasing I: General principles (FS 139). Chicago, Illinois: National Restaurant Association, n.d. (color, $160.00 purchase, 16 mm, 10 minutes). Synopsis: Deals with purchasing food items of the right quality, price, and quantity.

101 National Educational Media, Inc. Food purchasing II: Let the buyer beware (FS 140). Chicago, Illinois: National Restaurant Association, n.d. (color, $160.00 purchase, 16 mm, 10 minutes). Synopsis: Gives detailed examples of problem areas in purchasing.

102 National Educational Media, Inc. Increasing productivity (M 306). Chicago, Illinois: National Restaurant Association, n.d. (color, $260.00 purchase, 16 mm, 12 minutes). Synopsis: Portrays increasing productivity through motivation, systems analysis, job planning and organization, and the creation of an enriched work environment.

103 National Educational Media, Inc. Kitchen safety: Preventing burns (FS 110). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Teaches "healthy respect" for steam, gas, boiling water, bubbling fats, other hot foods.

104 National Educational Media, Inc. Kitchen safety: Preventing cuts and strains (FS 112). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Teaches proper care and handling of knives. Also includes proper methods for lifting and carrying.

105 National Educational Media, Inc. Kitchen safety: Preventing falls (FS 109). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Danger points in the kitchen are exposed and proper procedures stressed to avoid falls.

FILMS (Cont'd)

106 National Educational Media, Inc. Kitchen safety: Preventing fires (FS 130). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Housekeeping and basic fire safety knowledge to prevent start and spread of kitchen fires is featured.

107 National Educational Media, Inc. Kitchen safety: Preventing machine injuries (FS 111). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Safe methods of operating and cleaning equipment found in commercial kitchens are stressed.

108 National Educational Media, Inc. Manager and the law (M 311). Chicago, Illinois: National Restaurant Association, n.d. (color, $325.00 purchase, 16 mm, 12 minutes). Synopsis: Legal complexities surrounding managers and offers basic guidelines for avoiding pitfalls.

109 National Educational Media, Inc. Mr. busboy (FS 120). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: The duties of a busboy. Stresses cooperation with fellow workers.

110 National Educational Media, Inc. Mr. dish machine operator (FS 122) 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 10 minutes). Synopsis: Explains the operation of commonly used dish machines.

111 National Educational Media, Inc. Presentation of food and beverage (FS 118). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes).

112 National Educational Media, Inc. Preventing waste (FS 121). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: Dramatizes ways to avoid wasteful practices and save money in all food service operations.

113 National Educational Media, Inc. Receiving and storing (FS 138). Chicago, Illinois: National Restaurant Association, n.d. (color, $148.00 purchase, 16 mm, 10 minutes). Synopsis: Illustrates basic principles of receiving and storing foods and the importance of proper procedures in checking quality and quantity of received goods.

114 National Educational Media, Inc. Roasting (FS 131). Chicago, Illinois: National Restaurant Association, n.d. (color, $148.00 purchase, 16 mm, 12 minutes). Synopsis: Step-by-step procedures to assure perfect roasting results.

115 National Educational Media, Inc. Sanitation: Rules make sense (FS 124). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 20 minutes). Synopsis: Demonstrates basic rules of kitchen sanitation, including how to handle potentially hazardous foods.

FILMS (Cont'd)

116 National Educational Media, Inc. Sanitation: Why all the fuss (FS 123). 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, rental/purchase, 16 mm, 8 mm, and super 8 mm cartridge, 10 minutes). Synopsis: The danger, spread, and growth of bacteria are explained.

117 National Educational Media, Inc. Table settings (FS 119). Chicago, Illinois: National Restaurant Association, n.d. (color, $139.00 purchase, 16 mm, 10 minutes). Synopsis: A valuable primer in the art of table settings.

118 National Educational Media, Inc. The supervisor: Motivating through insight (M 302). Chicago, Illinois: National Restaurant Association, n.d. (color, $225.00 purchase, 16 mm, 12 minutes). Synopsis: Demonstrates that people must be seen as whole persons with emotions and personal lives that affect their jobs.

119 National Educational Media, Inc. The training memorandum (M 305). Chicago, Illinois: National Restaurant Association, n.d. (color, $225.00 purchase, 16 mm, 12 minutes). Synopsis: Dramatization takes a supervisor who is skeptical of training through a series of experiences, outlining the many benefits to himself, his workers, and his company.

120 National Educational Media, Inc. Using standardized recipes (FS 127). Chicago, Illinois: National Restaurant Association, n.d. (color, $148.00 purchase, 16 mm, 10 minutes). Synopsis: Use and interpretation of standardized commercial recipes to provide consistent quality at predictable costs.

121 National Educational Media, Inc. Vegetable preparation (FS 133). Chicago, Illinois: National Restaurant Association, n.d. (color, $148.00 purchase, 16 mm, 10 minutes). Synopsis: The essentials of vegetable preparation--how to maintain color, taste, texture, and nutrition--are illustrated.

122 National Educational Media, Inc. Your job: Fitting in. 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 16 minutes). Synopsis: Portrays employees making mistakes in their work and learning from these mistakes.

123 National Educational Media, Inc. Your job: You and your boss. 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 16 mm, 16 minutes). Synopsis: Shows what bosses can expect of employees.

124 National Medical Audiovisual Media, Inc. A public well served. Station K, Atlanta, Georgia 30324: Author, n.d. (color, loan, 16 mm, 10 minutes). Synopsis: Stresses use, proper storage, and disposal of single-service articles.

125 National Medical Audiovisual Media, Inc. Food preparation. Station K, Atlanta, Georgia 30324: Author, n.d. (color, loan, 16 mm, 13 minutes). Synopsis: Portrays operations in a medium sized restaurant and emphasizes sanitary precautions.

FILMS (Cont'd)

126 National Medical Audiovisual Media, Inc. Serving food. Station K, Atlanta, Georgia 30324: Author, n.d. (color, loan, 16 mm, 11 minutes). Synopsis: Portrays the hiring of a waitress and the orientation and training given.

127 Western Iceberg Lettuce, Inc. Lights! Camera! Lettuce! San Francisco, California: Author, n.d. (color, 16 mm, 28 minutes). Synopsis: Selection, storing, and preparing iceberg lettuce.

FILMSTRIPS

128 Best Foods. Salads: Versatility plus. 866 Third Avenue, New York, New York 10022: Association Films, Inc., n.d. (color, loan, 35 mm, 15 minutes). Synopsis: Discusses ingredients, dressings, nutrition, and serving suggestions for a variety of salads.

129 Best Foods. Sandwiches: Versatility plus. 866 Third Avenue, New York, New York 10022: Association Films, Inc., n.d. (color, loan, 35 mm, 15 minutes). Synopsis: Portrays delicious, decorative, nutritious, and mouthwatering sandwiches for all occasions.

130 Betty Crocker, General Mills, Inc. Yeast breads. 360 W. 400 Second Avenue 8, Minneapolis, Minnesota 55440: Author, n.d. (color, 35 mm, 12 minutes).

131 Cincinnati Public Schools. Introduction to gourmet food service. Bloomington, Illinois: McKnight, 1975 (color, 10 minutes). Synopsis: Overview of gourmet food service.

132 Classroom World Publishing. Food-borne illness: Cause and prevention (includes 3 filmstrips, student books, instructor's guide) (1700). Raleigh, North Carolina: Author, 1976 (color, $159.50 purchase, 35 mm, 30 minutes). Synopsis: A program in food handling, preparation, service, and storage for a variety of catering situations.

133 Douglas Film Industries. All about cookware. Chicago, Illinois: Author, n.d. (color, 35 mm, 10 minutes).

134 Douglas Film Industries. All about knives and carving. Chicago, Illinois: Author, n.d. (color, 35 mm, 10 minutes).

135 EKCO Housewares Company. All about garnishes. Franklin Park, Illinois: Author, n.d. (color, 35 mm, 10 minutes). Synopsis: Tells how to use creativity and turn an ordinary meal into something special.

136 EKCO Housewares Company. The names in cooking game. Franklin Park, Illinois: Author, n.d. (color, 35 mm, 10 minutes). Synopsis: Guide to the most frequently used terms in cooking, with complete definitions of each.

FILMSTRIPS (Cont'd)

137 Enterprise Aluminum Company. The American heritage of international cooking. Macon, Georgia 31201: Author, n.d. (color, 35 mm, 15 minutes).

138 National Agriculture Library. Dishroom maintenance and cleaning (3783-73). Beltsville, Maryland: Author, n.d. (color, 35 mm, 12 minutes).

139 National Educational Media, Inc. How do you look when it counts? 15760 Ventura Blvd., Encino, California 91436: Author, n.d. (color, 35 mm, 11 minutes). Synopsis: Dramatizes the importance of hospitality, cleanliness, and efficiency including pointers on grooming, appearance, and personal hygiene.

140 National Medical Audiovisual Media, Inc. Basic principles of kitchen layout. Station K, Atlanta, Georgia 30324: Author, n.d. (b&w, 35 mm, 12 minutes).

141 National Medical Audiovisual Media, Inc. Food sanitation, Part II: Utensils and equipment. Station K, Atlanta, Georgia 30324: Author, n.d. (color, 35 mm, 8 minutes). Synopsis: Illustrates construction of utensils and equipment.

142 National Medical Audiovisual Media, Inc. Refrigerated food storage principles. Station K, Atlanta, Georgia 30324: Author, n.d. (b&w, 35 mm, 12 minutes).

143 National Restaurant Association. Establishment and equipment sanitation (FS 240). Chicago, Illinois: Author, n.d. (color, $35.95 purchase, 35 mm, 10 minutes). Synopsis: A three-part training program showing sanitary care of tableware, utensils and other equipment.

144 National Restaurant Association. The smart waitress (FS 320). Chicago, Illinois: Author, n.d. (color, $59.50 purchase, 35 mm, 40 minutes). Synopsis: A four-part training program designed to help managers assist their waitresses through training.

145 National Restaurant Association. The unwanted four (FS 400). Chicago, Illinois: Author, n.d. (color, $14.95 purchase, 35 mm, 13 minutes). Synopsis: Shows how harmful bacteria combined with carelessness invites action by dangerous enemies.

146 National Restaurant Association. Work smart--stay safe (FS 480). Chicago, Illinois: Author, n.d. (color, $14.95 purchase, 35 mm, 10 minutes). Synopsis: Gives information on how to prevent accidents caused by unsafe work habits. Includes 12 posters.

147 Pan American Coffee Bureau. Coffee please. Avenue of the Americas, New York, New York 10013: Author, n.d. (color, 35 mm, 10 minutes).

KITS

148 Corning Glass Works. *Marvels of microwave*. Corning, New York: Author, n.d. ($112.00 purchase).

149 Hospital Research and Educational Trust. *Training the food service worker*. Washington, D. C.: Robert J. Brady Company, 1967. (Includes a teacher's guide, a student manual, and thirty transparencies.)

SLIDES

150 Cincinnati Training Facility. *Basic communication*. Room 8002, Federal Building, 550 Main Street, Cincinnati, Ohio 45202.

151 Cincinnati Training Facility. *Safety hazards in food service establishments*. Room 8002, Federal Building, 550 Main Street, Cincinnati, Ohio 45202.

152 General Services Administration. *Clean hands*. National Archives and Records Service, Washington, D. C. 20409.

153 National Sanitation Foundation. *Clean dishes*. Ann Arbor, Michigan 48105.

154 Richardson, T. M. *Personal hygiene*. 220 S. Logan Street, Mason City, Illinois 62664.

CHARTS

155 McIlhenny Company. *A whole new concept in cooking*. Avery Island, Louisiana: Author, n.d.

156 National Dairy Council. *A guide to good eating* (3rd ed.). Chicago, Illinois: Author, 1973.

157 University of Missouri. *Cartoon posters*. Medical Center and Extension Division, Columbia, Missouri: Author, n.d. (free).

LEARNING PACKAGES

158 Ser-Vo-Tel Institute. *Busing attendant* (Foodservice Career Education Series - FS07). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

159 Ser-Vo-Tel Institute. *Cleaning & sanitation* (Foodservice Career Education Series - FS05). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

160 Ser-Vo-Tel Institute. *Customer/employee relationship* (Foodservice Career Education Series - FS09). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

LEARNING PACKAGES (Cont'd)

161 Ser-Vo-Tel Institute. Dishwashing procedures (Foodservice Career Education Series - FS22). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

162 Ser-Vo-Tel Institute. Food care and food storage (Foodservice Career Education Series - FS10). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

163 Ser-Vo-Tel Institute. Foodservice safety (Foodservice Career Education Series - FS04). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

164 Ser-Vo-Tel Institute. Foodservice vocabulary (Foodservice Career Education Series - FS03). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

165 Ser-Vo-Tel Institute. Host/hostess (Foodservice Career Education Series - FS20). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

166 Ser-Vo-Tel Institute. Kitchen sanitation (Foodservice Career Education Series - FS01). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

167 Ser-Vo-Tel Institute. Salad preparation (Foodservice Career Education Series - FS15). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

168 Ser-Vo-Tel Institute. Sandwich preparation (Foodservice Career Education Series - FS11). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

169 Ser-Vo-Tel Institute. Waiter/waitress (Foodservice Career Education Series - FS18). Boston, Massachusetts: Cahners Publishing Co., Inc., 1975.

170 Virginia State Department of Education, Division of Vocational-Technical Education, Home Economics Education Service. Catering specialist (learning packages). Richmond, Virginia: Author, n.d.

OTHERS

171 Classroom World Publishing. Care and feeding of customers (CS-114A). Raleigh, North Carolina: Author, n.d. (4 audio lessons, $23.50 purchase).

172 Classroom World Publishing. Communications (CS-115A). Raleigh, North Carolina: Author, n.d. (4 audio lessons, $23.50 purchase).

173 Classroom World Publishing. The importance of you to better telephone communications (CTT-60A). Raleigh, North Carolina: Author, n.d. (tape, $10.95 purchase).

OTHERS (Cont'd)

174 National Restaurant Association. Accidents don't happen (FC 01). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 8 minutes). Synopsis: Stresses the importance of safety and prevention.

175 National Restaurant Association. Care and handling of dishes (FC 05). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 12 minutes). Synopsis: Explains safe, efficient dish handling practices, emphasizing proper removal of soiled dishes.

176 National Restaurant Association. Flies, filth, and food (FC 11). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: Explains five basic methods of chemical extermination of flies.

177 National Restaurant Association. It can happen here (FC 13). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: A look at some of the reasons why health and sanitation are so carefully pursued.

178 National Restaurant Association. Machine dishwashing (FC 15). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: Detailed illustrations show best dish machine operating procedures.

179 National Restaurant Association. Protecting the public, Part I - Personal side (FS 240). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: Shows employees ways of preventing food-borne illness and stresses personal hygiene.

180 National Restaurant Association. Protecting the public, Part II - Food protection (FC 18). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: Rules for sanitary cooking, reheating, serving, and storage are illustrated.

181 National Restaurant Association. Your attitude is catching (FC 29). Chicago, Illinois: Author, n.d. (color, 6 cassette films for $60.00 purchase, 10 minutes). Synopsis: Seven steps to building a good attitude toward customers, fellow workers, and management are identified.

182 Ray, M. E., & Lewis, E. Exploring professional cooking: Visual aids packet (172-9). Peoria, Illinois: Bennett Books, n.d. (Includes 33 instructional visuals, $4.95 purchase).

Appendix A
Strategy 2.2.1
Level I

A FOOD CATERER FOR FAMILY ORIENTED CATERED AFFAIRS

Definition: A food caterer that specializes in family oriented catering is a person or a group of persons whose business is to supply food, goods, and various other services for family type gatherings as a convenience or a necessity in today's fast-paced life, keeping in mind the customer's wants and needs.

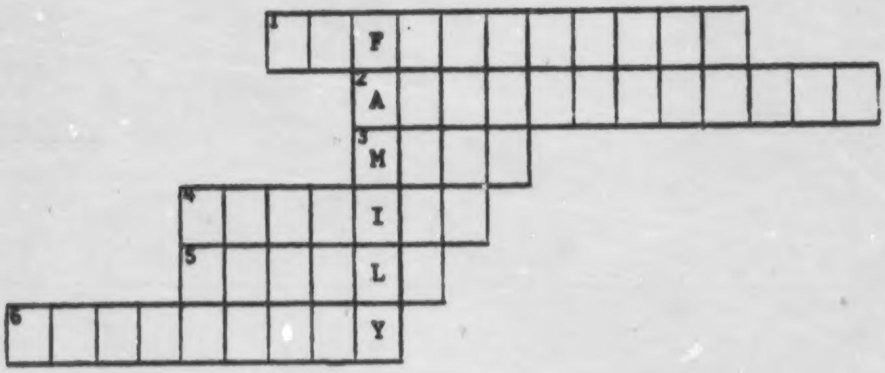
Possible Catering Events:

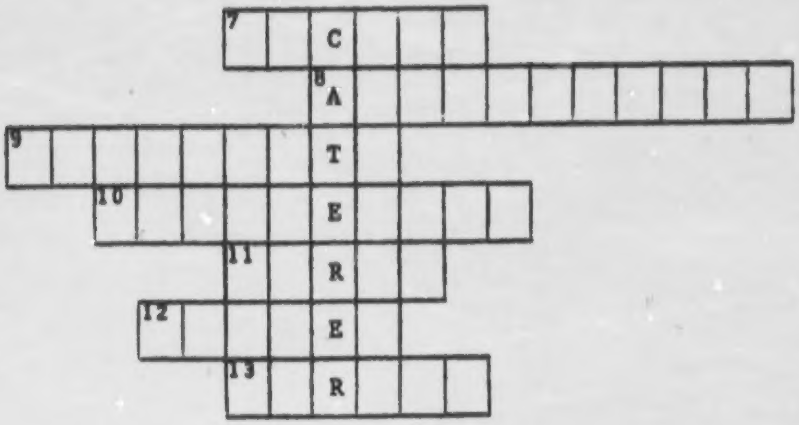
- Private dinner parties
- Banquets
- Wedding receptions
- Bar/Bas mitzvahs
- Open houses for preachers, Christmas, etc.
- Birthday parties
- Anniversaries
- Bachelor or stag parties
- Graduation celebrations
- Meals for the home bound
- Meals-on-wheels for senior citizens

Appendix A
Strategy 2.2.3
Level I

TERMS ASSOCIATED WITH FOOD CATERING SERVICES

Directions: Fill in the spaces below with a term associated with catering.





TERMS ASSOCIATED WITH CATERING

1. type of catering establishment
2. type of catering establishment
3. plan of food to be served
4. possible catered event
5. type of catering establishment
6. way of advertising
7. possible catered event
8. possible catered event
9. unusual item served
10. type of catering establishment
11. possible catered event
12. type of meal service
13. someone's profession

FILM NOTE SHEET

Directions: Complete this sheet for each film and filmstrip viewed.

Name of the film/filmstrip: ______________________________

Date viewed: ______________________________

1. What was the main subject covered in the film/filmstrip?

2. Was there new information presented in the film/filmstrip? If so, list at least one new piece of information that you learned from the film/filmstrip. (Either 2 or 3 must be answered; both may be answered.)

3. Was there information presented in the film/filmstrip that you already knew? If so, list at least one piece of information that you already knew.

4. Were there new terms presented in the film/filmstrip? To aid you in remembering any new terms, list them and write their meanings.

5. Outline or summarize the main points covered in the film/filmstrip.

CASE STUDIES OF WORKERS IN A CATERING SERVICE

Directions: In the case studies, find the problems of the workers, list the causes, and suggest possible solutions. Write your answer in the space provided.

1. Judy is an employee of a food caterer in a small town. One day before a wedding reception, she went to the wholesale store to buy groceries and supplies. When she carried them into the storage area, the door swung back into her knocking the eggs from her arms. When she checked them, she found all but three of them had been broken. She put the egg carton in the cold storage area and pretended she did not know the eggs were broken.

2. John is tardy for his first hour of work two or three times a week. His tardiness may be a few minutes or an hour. When he is late, he disturbs his co-workers; however, when he is on time he goes straight to work and does well if he knows which duties he is to do and how to do them. John only lives six blocks from the place of his catering employment so he walks to work. Usually the first hour of work is spent making yeast products which he likes to work with. He thinks the reaction of liquid to yeast is fascinating. His employers have no rules for making up time for tardiness. He received a decrease in pay in his last check.

DO YOU QUALIFY?

Directions: Check the appropriate answer beside each statement to see how you rate. You should work to get all the checks in the "Sometimes" or "Almost Always" columns.

	Seldom	Sometimes	Almost Always
1. Do you follow directions?			
2. Do you show patience with co-workers?			
3. Are you on time to work?			
4. Do you speak only of the good aspects of your work?			
5. Are you interested in your work?			
6. Can you work without supervision?			
7. Do you keep your mind on your work?			
8. Are you well groomed?			
9. Do you use a deodorant daily?			
10. Do you avoid chewing gum at work?			
11. Do you strive for perfection in personal cleanliness?			
12. Are you courteous?			
13. Are you interested in people?			
14. Can you talk with strangers?			
15. Do you smile?			
16. Are you creative?			
17. Do you use a tray for carrying several items?			
18. Do you assemble supplies before beginning a job?			
19. Do you feel confident about using the fire extinguisher?			
20. Do you set the table correctly?			

Appendix A
Strategy 3.2.4
Level I

TIPS ON WORKING WITH OTHERS

Directions: Place the correct term in the proper blank provided in each sentence. Use each term only once.

Terms

A. argument
B. blowing your top
C. customer
D. dirty
E. disagreeable
F. fellow employee
G. harmony
H. himself
I. idle gossip
J. mistakes
K. new employee
L. person responsible
M. polite

Example: The person responsible should wipe up spills immediately.

1. ________________ among employees makes a job more likeable.

2. A ________________ can sense friction among employees.

3. ________________ in the kitchen will NOT help one obtain better service.

4. Helping a ________________ become efficient will make everyone's work easier.

5. A new employee should NOT be given all the ________________ jobs to do.

6. It is as important to be ________________ to co-workers as to customers.

7. It makes a customer feel uncomfortable to overhear an ________________ among employees.

8. Always ignore ________________.

9. When one does something poorly, he should blame ________________.

10. It is usually very frustrating to feel that you are the only one that makes ________________.

FIELD TRIP/OBSERVATION NOTE SHEET

Directions: Complete this sheet for each field trip or observation you make.

1. Name of organization/business:

2. Type of organization/business:

3. The classroom assignment (write in assignment given by teacher):

4. What was observed:

5. How did you participate (if assigned):

6. How will this observation help you in your future classroom assignments and/or employment?

Signature (Student)

Signature (person observed, if assigned or requested)

Date ______________________________

Date Assignment Completed

Appendix A
Strategy 4.1.5
Level I

FILM NOTE SHEET: ACCIDENT PREVENTION

Directions: Complete the following sheet for each film viewed.

1. Name of film.

2. List the areas of danger brought out in the film.

3. List the precautions illustrated in the film to prevent the accidents identified.

4. How will you apply what you have learned from the film to your work?

WORK EXPERIENCE RATING SHEET

Learner's Copy

Directions: Complete the information needed in Part I of both the Learner's and Employer's copy. Give your employer the Employer's copy and the envelope which has been provided. When you have finished each work experience assignment, complete the Learner's copy and return to the teacher.

Part I

Learner's Name ______________________ Job Performed ______________________

Dates from ______________________ to ______________________

Place of Employment ______________________ Employer ______________________

Part II

Hours worked:

Specific types of work performed:

A brief description of your experience including criticisms, comments, and reactions:

The areas you felt strongest in:

The areas you felt weakest in:

Employer's Copy

Part I

Learner's Name ____________________ Job Performed ____________________

Dates from ____________________ to ____________________

Place of Employment ____________________ Employer ____________________

Part II

Directions: Circle the number that best fits your opinion of the learner's performance using the following factors:

	Never	Seldom	Frequently	Usually	Always
1. Gets to work on time	1	2	3	4	5
2. Uses time properly	1	2	3	4	5
3. Shows interest in work	1	2	3	4	5
4. Shows dependability	1	2	3	4	5
5. Is ambitious	1	2	3	4	5
6. Is neat (both with work & self)	1	2	3	4	5
7. Works well with others	1	2	3	4	5
8. Follows directions	1	2	3	4	5
9. Works without supervision	1	2	3	4	5
10. Shows good manners	1	2	3	4	5
11. Meets people well	1	2	3	4	5
12. Uses knowledge on the job	1	2	3	4	5
13. Seeks assistance, when necessary	1	2	3	4	5

Does the worker have the skills for doing satisfactory work? Yes ____ No ____

Employer's Copy

List the skills and/or characteristics that need to be developed or improved

upon ______________________________

____

____

Additional comments ______________________________

____

____

____

Date ______________ ______________________________
Signature of Supervisor

FIRST AID KIT

Directions: Pick a partner to work with and locate a first aid kit in the room. Discuss with your partner why it is important to know (a) the location of first aid kits, (b) to replace supplies as they are used, and (c) how to use the supplies included in the kit. Below make a list of any item missing from the kit. Also describe at least one injury and tell which items you would use from the kit to administer first aid to the victim.

Appendix A
Strategy 4.5.5
Level I

A PERSONAL CHECK LIST FOR SAFETY IN A CATERING ESTABLISHMENT

Directions: Check in the "No" or "Yes" blank beside each statement the practice you currently use in the lab. Afterwards go back and circle the numbers of the statements which are examples of safety practices which you should follow in the lab.

No	Yes	Do You:
		1. cut away from the body when using a knife?
		2. attempt to catch a falling knife?
		3. leave knives in the sink?
		4. socialize while operating equipment?
		5. know how to operate all equipment?
		6. leave equipment while it is running?
		7. keep hands out of the mixing bowl?
		8. keep handles of cooking utensils turned away from the aisle?
		9. report defective equipment?
		10. avoid water when working around electrical appliances?
		11. overload trays or stack them improperly?
		12. place trays of dishes near the edge of the counter?
		13. carry hot pans with a dry pot holder?
		14. pick up broken dishes with fingers?
		15. store cleaning cloths in a fire proof container?
		16. make all decorations fire proof?
		17. remove electrical plugs by the plug and not by pulling the cord?
		18. keep floors clean of spills?
		19. keep the work area clean?
		20. look where you are going and at what you are doing?

Appendix A
Strategy 5.6.3
Level I

EQUIPMENT CLEANING CHECK LIST

Directions: Check the appropriate column to indicate whether acceptable procedures were used.

Did the learner do each of the following correctly?	No	Yes
1. Reviewed or asked for needed instructions before starting.		
2. Turned off and/or disconnected fuel sources, if necessary.		
3. Used the right cleansers and cleaning utensils.		
4. Waited appropriate time needed for cleansers to work.		
5. Removed appropriate parts of equipment, if necessary.		
6. Removed all food and/or dirt particles, placing it in proper containers.		
7. Soaked or prewashed parts, if necessary.		
8. Used appropriate cleaning method.		
9. Cleaned both interior and exterior, if necessary.		
10. Cleaned difficult to get at places.		
11. Cleaned all parts thoroughly.		
12. Took appropriate safety precautions.		
13. Reassembled all parts correctly.		
14. Reconnected fuel sources, if necessary.		
15. Returned cleaning supplies to appropriate place.		

GENERAL GUIDELINES FOR CLEANING CATERING FACILITIES

Directions: Prepare a flip chart illustrating each of the steps below.

- Select supplies and equipment.
- Arrange supplies and equipment in order of use.
- Select the hardest task first.
- Complete each task separately.
- After each task place supplies and equipment in a safe area.
- Carry all supplies and equipment to the storeroom and/or laundry room.

Appendix A
Strategy 5.10.3
Level I
Strategy 2.8.2
Level II

INSPECTION FORM FOR FOOD HANDLING ESTABLISHMENTS

Name of Food Handling Establishment ______________________ Manager ______________________

Remarks: ______________________

	Possible Points	Points Earned
Floors:		
1. constructed tightly and in good repair	2	______
2. clean and no ragged linoleum	2	______
Walls and Ceilings:		
1. smooth material of tight construction; good repair	1	______
2. painted	1	______
*3. clean and free from excessive decoration	2	______
Doors and Windows:		
1. outside openings with effective screens	2	______
2. self closing doors	2	______
Lighting:		
1. illumination adequate	2	______
2. sufficient outlets properly located	2	______
Ventilation:		
1. adequate	1	______
2. clean and in good repair	2	______

---

* For Level I

Appendix A
Strategy 5.10.3
Level I
Strategy 2.8.2
Level II

	Possible Points	Points Earned
Toilet Facilities:		
1. toilets not entered through kitchen	3	
2. doors self-closing	2	
3. ventilation	2	
4. illumination	2	
*5. clean and in good repair	2	
Storage and Handling of Ice:		
*1. machines clean and in good repair	2	
2. ice dispensed with scoops	2	
Lavatory Facilities:		
1. adequate, convenient to kitchen and toilets	1	
*2. clean and in good repair	2	
3. warm water with combination supply faucet	1	
*4. individual towels	1	
5. ventilation and illumination	1	
Construction of Utensils and Equipment:		
1. easily cleanable with no breaks, chipped enamel, or corrosion	2	
2. no rusty or bent silverware	1	
3. smooth tables, shelves, and counters	1	
Storage Spaces:		
*1. clean	1	
*2. contents neatly arranged and stored above floors	1	
*3. no unnecessary articles	1	

---

* For Level I

Appendix A
Strategy 5.10.3
Level I
Strategy 2.8.2
Level II

	Possible Points	Points Earned
Cleaning of Equipment and Utensils:		
*1. clean cases, fountains, counters, shelves, tables, sinks, refrigerators, hoods, milk shakers, etc.	4	
*2. clean cloths used by employees	2	
*3. cooking utensils adequately cleaned routinely	6	
4. adequate sink of smooth construction with drainboards, splash-back protection, hot and cold water piped to each vat	4	
Storage and Handling of Utensils and Equipment:		
1. no handling of contact surfaces	2	
*2. stored in clean place protected from flies, splash, dust, etc.	2	
Disposal of Wastes:		
*1. liquid waste disposed of in an approved manner	2	
*2. garbage in standard cans with tight lids and removed frequently	2	
*3. other trash and rubbish in suitable receptacles	2	
Protection of Food:		
*1. perishable food stored below 45°F or held above 140°F	3	
*2. all food clean, wholesome, free from adulteration and spoilage	3	
*3. food kept under cover	2	
*4. no unnecessary handling of cooked food	2	
*5. no animals, fowls, rodents, roaches, etc.	2	
*6. apparent flies under control	2	

---

* For Level I

Appendix A
Strategy 5.10.3
Level I
Strategy 2.8.2
Level II

	Possible Points	Points Earned
Protection of Food (Cont'd):		
*7. floor cleaning only after closing or between meals by dustless methods	2	______
Requirements for Employees:		
1. clean coats and caps, or special dress	2	______
2. hands clean	2	______
3. good food-handling practices used	3	______
Overall General Appearance:	4	______
Score	100	______

Date ______________________ Signed ______________________
Inspector

---

* For Level I

Appendix A
Strategy 6.1.4
Level I

THE DIARY OF A MOD CATERER

Directions: Below is a page from the diary of a mod caterer. Read the content under March 8, and underline the good grooming habits you find and circle the poor grooming habits. Complete the diary for the mod caterer for March 9.

Tuesday, March 8

Today was my first day at Daisy's Catering Services. I was so anxious to get to work this morning. I didn't take a bath (anyway I didn't get dirty from yesterday's bath yet). I sprayed good with a deodorant and jumped into my clean underclothes. I cleaned my beautiful long fingernails and removed all the polish--I knew polish was not appropriate! I only wore my watch and new puka necklace to dress up my plain uniform.

Since I had plenty of time I washed and dryed my hair. I fitted my hair net over my hair. I had bought the new kind that allows my hair to hang long yet remain covered. I brushed my teeth and cleaned my new wedge heeled shoes. To keep my feet warm I carefully pulled on my toe socks (the red and white checked ones). Quickly, I put on a little powder and lipstick and left for work.

So many things went wrong today! I don't know why! I wish I knew why. I'm not allowed to go serve at Charles Monroe's wonderful open house tonight. Oh, well, I have to get to bed early tonight anyway. The bosslady, Daisy, wishes to have a conference with me the first thing tomorrow morning. I wonder why?

Wednesday, March 9

What comments will the mod caterer have to say today concerning the morning conference?

Appendix A
7.1.1, 7.3.1
Level I

LIST OF CATERING EQUIPMENT

Directions: Classify the equipment listed below by placing either a (K) for kitchen, (G) for guest, or (T) for transportation equipment beside each item.

Broilers

Chafing dishes

China

Coffee makers

Deep fryers

Dish carriers

Dish/utensil storage

Dishwashers

Dry storage

Electric mixer

Flatware

Food cutter

Glassware

Heat/exhaust fans

Linens & napery

Meat grinder/chopper

Ovens

Portable bar

Portable coffee pot

Racks

Ranges

Refrigeration

Rolling bar

Scales

Sinks

Slicer

Small equipment for
various preparations

Station wagon

Steam cookers

Tables

Trays

Vacuum cleaners

Waste disposers

Water heaters

Work tables

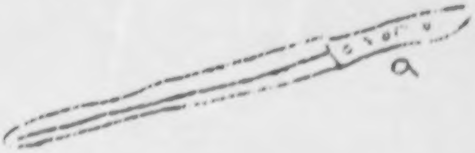
CHOOSING THE PROPER EQUIPMENT FOR THE COOKING JOB

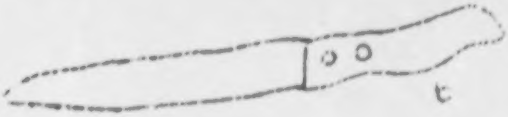
Directions: Every good cook knows that the tools and utensils used can make a big difference in successful cooking. The task of cooking requires the right equipment for proper and efficient preparation. For each of the cooking situations below, select the proper equipment for the cooking job. Under each cooking situation, circle the letter of the proper equipment and write its name in the blank.

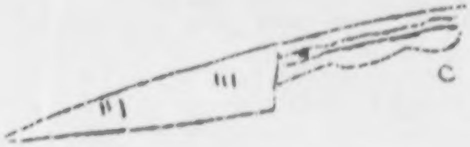
Cooking Jobs | Cooking Equipment

(Example) Fillet a flounder

[✓ a]
b ______boning knife______
c







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1. Chop vegetables for soup

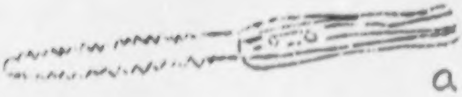
a
b ____________________
c

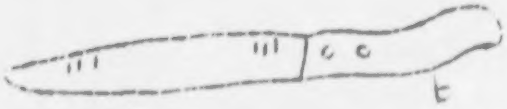
2. Section a chicken

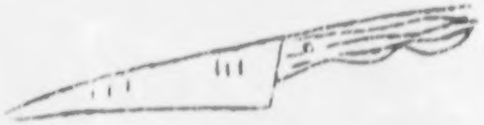
a
b ____________________
c

3. Section citrus fruits for a fruit cup

a
b ____________________
c







Cooking Jobs | **Cooking Equipment**

4. Place soup in tureen

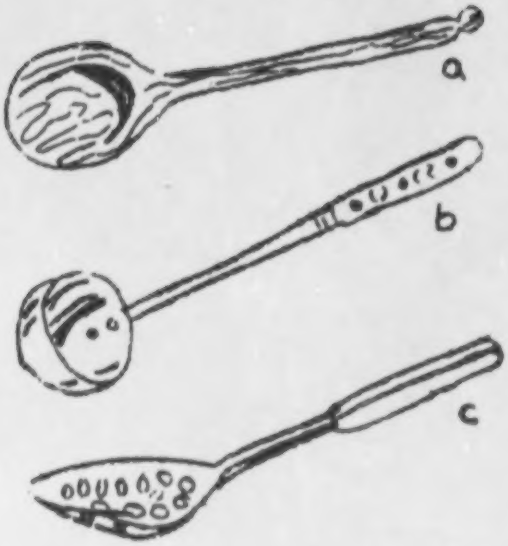
a
b ______________________
c

5. Take garden peas out of pan and put in serving dish

a
b ______________________
c

6. Cream butter and sugar

a
b ______________________
c



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7. Place an attractive 1/2 oz. serving of mashed potatoes on a plate

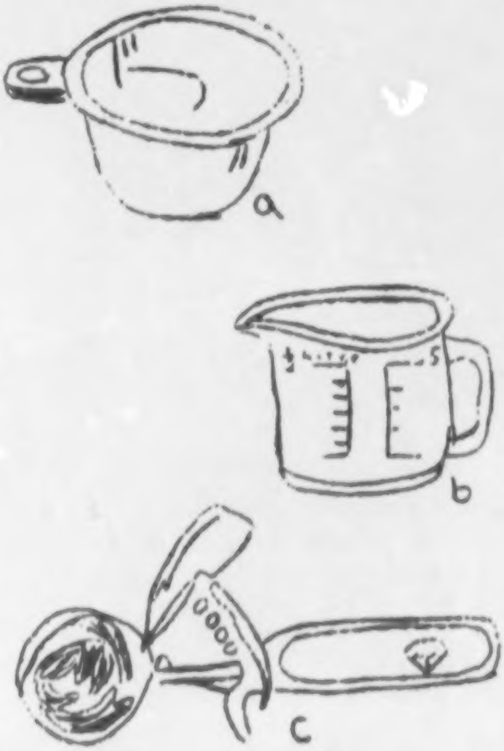
a
b ______________________
c

8. Measure 1 cup of flour

a
b __________ __________
c

9. Measure 1 cup milk

a
b ______________________
c



Cooking Jobs

10. Make egg custard

a
b ______________________
c

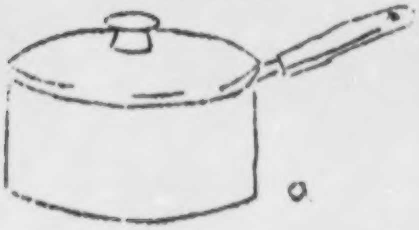
11. Brown onions for omelet

a
b ______________________
c

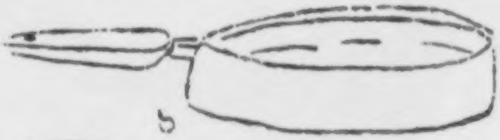
12. Cook a small portion of carrots

a
b ______________________
c

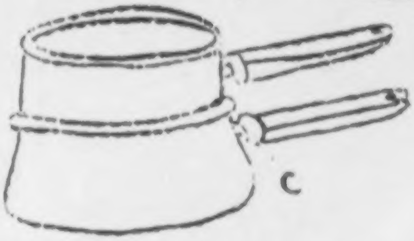
Cooking Equipment



a



b



c

---

13. Bake a ham casserole

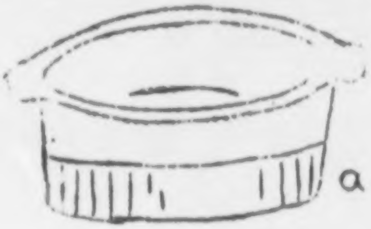
a
b __________ __________
c

14. Bake sugar cookies

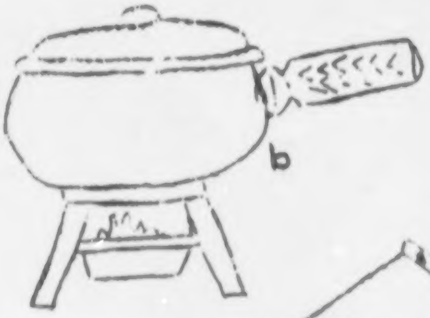
a
b __________ __________
c

15. Cook cheese fondue

a
b ______________________
c



a



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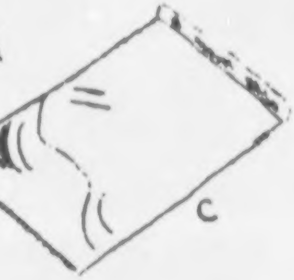


c

Cooking Jobs

16. Trim edge of a pie crust

a
b ______________________
c

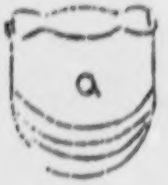
17. Cut shortening into flour for pastry

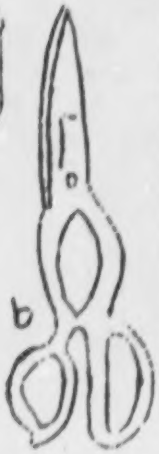
a
b ______________________
c

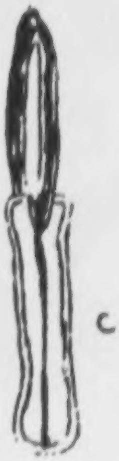
18. Peel potatoes

a
b ______________________
c

Cooking Equipment







EQUIPMENT OPERATION AND CARE OUTLINE

Directions: Use the topics below to develop equipment preventive maintenance and care booklets.

Name of equipment item:

Directions for operating:

Recommended safety precautions:

Recommended cleaning time:

Recommended cleaning procedures:

Recommended maintenance:

PLAN FOR STORING FOOD AND SUPPLIES

Directions: Use the guidelines and inventory form to determine if the laboratory food and supplies inventory are stored properly.

- Separate food into cold and dry storage.
- Dry storage should be dry, well ventilated, out of direct sunlight, and maintain a temperature of 55°F to 65°F.
- Dry storage shelves should be eight inches off the floor and made of metal. They should be arranged to:
  - (a) provide circulation of air,
  - (b) provide distribution, and
  - (c) provide ample space to avoid stacking.
- Perishable foods should be stored at 38°F to 40°F.
- Basic requirements for refrigeration are:
  - (a) good air circulation,
  - (b) relative humidity,
  - (c) temperature regulated,
  - (d) good cleaning practices, and
  - (e) adaptability.
- Cleaning supplies must be separated from food items.
- Storage of all food and supplies must follow health and safety regulations established by state and federal laws.

Inventory Date

(a) Item	(b) Description	(c) Units on Hand	(d) Location	(e) Guidelines Met (No or Yes)
Dry				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Cold				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Cleaning Supplies				
1.				
2.				
3.				

Note: Give reason for all "no" responses in column (e).

Appendix A
Strategy 8.3.2
Level I

STORING AND SERVING FOOD RIGHT

Directions: The day before serving, prepare two small samples of one of the foods listed below and store as directed. Use score card to rate both samples and compare the results. If the sample is rated good, place the number 2 in the space to the left of number; if rated poor place the number 1 in the space. Total the score for each serving.

Molded Gelatin Dessert

Serving 1 -- Leave in refrigerator until immediately before serving.

Serving 2 -- Leave out of refrigerator one half hour before serving.

Serving 1				Serving 2		
Good		2	Attractive Form	Good		2
Poor		1		Poor		1
Good		2	Well Chilled	Good		2
Poor		1		Poor		1
Good		2	Appealing to Eye	Good		2
Poor		1		Poor		1

Total Score _______

Total Score _______

Quick Bread or Rolls

Serving 1 -- Cover tightly with plastic wrap or foil and refrigerate.

Serving 2 -- Place in breadbox or cover loosely with clean dishtowel.

Serving 1				Serving 2		
Good		2	Eating Quality	Good		2
Poor		1		Poor		1
Good		2	Texture	Good		2
Poor		1		Poor		1
Good		2	Outside Appearance	Good		2
Poor		1		Poor		1

Total Score _______

Total Score _______

Tossed Salad

Serving 1 -- Prepare ingredients, store each separately in tightly covered container, and refrigerate. Mix just before serving.

Serving 2 -- Prepare ingredients, mix, store in uncovered container, and refrigerate.

Serving 1				Serving 2		
Good	☐	2	Bright, Attractive Color	Good	☐	2
Poor	☐	1		Poor	☐	1
Good	☐	2	Crisp Texture	Good	☐	2
Poor	☐	1		Poor	☐	1
Good	☐	2	Distinct, Fresh Taste	Good	☐	2
Poor	☐	1		Poor	☐	1

Total Score _______ Total Score _______

Appendix A
9.3.3, 9.3.6
Level I

SALAD CHECK SHEET

Directions: List each salad being evaluated in the blocks across the top labeled salads. Under each salad, rate it according to the seven characteristics using the key at the bottom of page. Total the ratings given and use the legend to determine how successful the group was in salad preparation.

Salads				
Simple yet colorful				
Fresh ingredients				
Artistically arranged				
Flavor, texture, & color balance				
Attractive form used (not flat)				
Well chilled				
Attractive--eye appeal				
Totals				

Key for Scoring: Poor - - - - - - Excellent

1 2 3 4 5

Legend:

35-29	Regular French Chefs
28-22	Good cooks
21-15	That's ok
14-8	You can improve
7-1	Better practice at home

Appendix A
Strategy 9.4.3
Level I

SALAD DRESSING CHECK SHEET

Directions: Check the salad dressing prepared using the following criteria. Place the check in the appropriate column to the right of each question.

	No	Yes
1. Does the dressing add flavor to the salad?		
2. Does the dressing provide food value?		
3. Does the dressing help in digestion?		
4. Does the dressing improve palatability?		
5. Does the dressing have the proper consistency?		
6. Does the dressing appear attractive and appetizing?		
7. Does the dressing consist of the appropriate proportions of acid, fat, and seasonings?		

CHECK SHEET FOR GARNISHES

Directions: Rate the garnishes made by asking the following questions about each item. Place a check under the "no" or "yes" column to the right of each question.

	No	Yes
1. Does the garnish add eye appeal to the finished product?		
2. Does the garnish help improve the flavor of the finished product?		
3. Has the garnish been kept simple?		
4. Does the garnish aid in stimulating the appetite?		
5. Is the garnish edible?		

Appendix A
Strategy 9.7.1
Level I

APPETIZER/SANDWICH TRAY CHECK SHEET

Directions: After preparing appetizers and sandwiches and arranging on trays, evaluate the experiment. Look for the following aspects in the products. Place a check in the appropriate "no" or "yes" column.

	No	Yes
A. General Appearance	▨	▨
1. Articles grouped by colors or shapes.		
2. Food stimulates one's appetite.		
3. Food is easily accessible.		
4. Food is garnished attractively.		
B. Appetizer (if prepared)	▨	▨
1. Small and dainty.		
2. Eaten with fingers or cocktail picks.		
3. Pleasing flavor and aroma.		
4. Pleasing color and/or color combination.		
C. Sandwich Tray (if prepared)	▨	▨
1. Sandwiches moist and tender, but not wet.		
2. Sandwiches attractively cut and/or trimmed.		
3. Pleasant flavor combination.		
4. Pleasant color and/or color combination.		

Appendix A
Strategy 9.9.4
Level I

SANDWICH CHECK SHEET

Directions: Evaluate the sandwiches made by the following check sheet. Compare the product with the questions below and place a check under the appropriate "no" or "yes" column.

	No	Yes
1. Is the bread moist, but not wet?		
2. Is the bread unblemished and not torn?		
3. Are the fillings generous.		
4. Was a thin layer of margarine spread on the bread before the filling was added?		
5. Was bread kept moist by placing a damp cloth on it?		
6. Were the fillings prepared just before using them?		
7. Are the crusts trimmed from bread?		
8. Are the flavors well blended?		

THE STOCK POT: SOUP, SAUCE, AND STOCK TERMS

Directions: Use class references to define the terms below.

Bisque -

Bouillon -

Broth -

Chowder -

Clarify -

Consumme -

Croutons -

Gravies -

Puree -

Raft -

Roux -

Scalding -

Sauces -

Soups -

Stocks:

White stocks -

Brown stocks -

Fish or poultry stocks -

Appendix A
Strategy 9.10.5
Level I

THE BASIC SAUCES

Directions:

1. In the space provided below, write a favorite recipe for each kind of sauce. You may select one demonstrated in class, one from home, or use a cookbook.

2. In each of the spaces, write the name of a dish that you could prepare using your chosen sauce recipe.

Your recipe

Brown Base Sauce	White Base Sauce	Tomato Base Sauce

Your Dishes

Simple Dishes		
1.	1.	1.
2.	2.	2.
Fancy Dishes		
1.	1.	1.
2.	2.	2.

MEAT EVALUATION SHEET

Directions: List each meat being evaluated in the blocks across the top labeled meats. Under each meat, rate it according to the six characteristics using the key at the bottom of page. Total the ratings given and use the legend to determine how successful the group was in meat preparation.

Meats				
Tender, not dry and crusty				
Even brown color				
Flavorful with seasonings well blended				
Moist, not greasy				
Small amount of shrinkage				
Relatively few drippings left				
Totals				

Key for Scoring: Poor - - - - - - Excellent
1 2 3 4 5

Legend:

30-25	Regular French Chefs
24-19	Good cooks
18-13	That's ok
12-7	You can improve
6-1	Better practice at home

Appendix A
Strategy 10.4.2
Level I

PASTA/EGG/CHEESE/CASSEROLE SIDE DISH CHECK SHEET

Directions: Use the following check sheet to evaluate the products made. Use only the section needed. Check in the "no" or "yes" column beside each statement in the section being evaluated.

Evaluation Statements	No	Yes
A. Section One: Pastas	▨	▨
1. Retain shapes and identity.		
2. No raw starch flavor.		
3. Remain separate; do not stick together		
4. Proper temperature.		
5. Well blended flavors.		
6. Attractively arranged.		
7. Tender and palatable.		
B. Section Two: Eggs and Cheese Side Dishes	▨	▨
1. Tender.		
2. Attractive.		
3. Palatable.		
4. Proper consistency.		
5. Proper temperature.		
6. Proper garnish.		

Evaluation Statements	No	Yes
C. Section Three: Casseroles	▨	▨
1. Proper temperature.		
2. Easy to handle.		
3. Distinct flavors.		
4. Proper seasonings.		
5. Attractive.		
6. Compatible ingredients.		
7. Proper consistency.		

Appendix A
Strategy 10.4.3
Level I

CREATE YOUR OWN CASSEROLES

Directions: Are you a creative cook? Can you create a gourmet dish out of yesterday's turkey? Or do you see it as nothing but a leftover from your Thanksgiving feast? Can you look at the remains of the bird and see a steaming casserole, fragrant with herbs, spices, and other delectable ingredients? As one hostess commented, "Leftover turkey is either a cold uninviting carcass, or a bubbling, luscious casserole--it's all in the way you use your imagination."

Day 1 -- Use your imagination to create your own casserole. Chose one ingredient or combination of ingredients from each column below. Pass in selected items to teacher. Day 2 -- Prepare casserole. When cooked, set casserole on table.

Protein Food	Sauce	Cooked Vegetables	Cooked Pasta	Topping
(1 1/2 - 2 cups)	(1 can condensed soup + 1/3 cup liquid)	(1 1/2 cups)	(1 1/2 - 2 cups)	(2-4 tablespoons)
cooked ham, sliced cooked chicken or turkey canned luncheon meat cooked beef, veal, lamb, or pork hard-cooked eggs frankfurters cheese canned tuna or salmon	cream of celery & milk cream of chicken & milk cream of potato & sour cream green pea & vegetable juice cheddar cheese & tomato juice	sauteed green pepper, celery and onions fresh or canned mushrooms cooked or canned green beans, peas, carrots, asparagus, lima beans, pork & beans, corn, potatoes, or sweet potatoes	noodles macaroni rice spaghetti	potato chips bread crumbs fried onion rings crushed corn flakes mashed potatoes slivered almonds cracker crumbs stuffing mix grated cheese

Adapted from:
Gade, D. Create your own casserole. Teaching packet for new dimension in creativity. Washington, D. C.: Home Economics Education Association, 1976, pp. 30-31.

VEGETABLE AND FRUIT COOKING KNOW-HOW

Directions: Below are general guidelines for cooking vegetables. Use these guidelines and information from previous class experiences to complete the vegetable charts on the next page.

Vegetable Cooking Guidelines

1. Heat and acid (vinegar, lemon juice, etc.) can destroy green colored pigments. Alkalies (soda) tend to retard destruction.
2. A small amount of salt helps vegetables and fruits to stay green and protect the Vitamin C content.
3. Anthocyanins (element in blue berries, red cabbage, beets, etc.) turn blue in the presence of an alkaline and red in the presence of an acid.
4. Flavons in certain vegetables turn white in the presence of an acid and yellow in the presence of an alkaline.
5. Mild flavored vegetables such as garden peas, carrots, etc. should be cooked rapidly, in a small amount of water.
6. Strong flavored vegetables such as onions may need to be cooked for a long period of time.
7. Green vegetables should be cooked uncovered for a short time to allow acids to escape.
8. Certain vegetables such as peas and spinach do not steam well. Certain vegetables such as potatoes, carrots, etc. can be steamed.
9. It is usually advisable to slightly undercook vegetables and fruits to retain shape, texture, color, and nutrition.
10. Vegetables should be cooked in small batches.
11. Dried vegetables are usually presoaked.
12. The directions for cooking frozen vegetables should be followed carefully; however, certain vegetables such as spinach may need to be slightly thawed and broken up before cooking.

Check if the color of the vegetables and fruits listed across the top is affected by the chemical listed down the side.

Part I

Is the COLOR of these vegetables and fruits →

affected by these CHEMICALS ↓

	Blueberries	Beets	Potatoes	Red Cabbage	Green Cabbage	Peas, Beans	Carrots	Cauliflower	Broccoli	Spinach
Acid: vinegar, lemon juice										
Alkaline: soda										
Cream of Tarter, Salt										

Check if the texture, nutritional value, or shape of the vegetables listed across the top are affected by the cooking methods listed down the side.

Part II

To preserve the TEXTURE, NUTRITIONAL VALUE, SHAPE of these vegetables →

would you use these COOKING METHODS ↓

	Potatoes	Cabbage	Carrots	Cauliflower	Broccoli	Onions	Tomatoes	Frozen Spinach	Dried Beans, Peas	Frozen String Beans
Small quantity of water										
Large quantity of water										
Rapid cooking										
Long, slow cooking										
Steaming										
Presoaking										
Thawing before cooking										

Appendix A
10.6.5, 10.6.6,
10.6.7
Level I

VEGETABLE EVALUATION SHEET

Directions: List each vegetable being evaluated in the blocks across the top labeled vegetables. Under each vegetable, rate it according to the three characteristics using the key at the bottom of page. Total the ratings given and use the legend to determine how successful the group was in vegetable preparation.

Vegetables				
Appetizing in flavor				
Tender yet crisp				
Retain much of their natural color				
Totals				

Key for Scoring: Poor - - - - - - Excellent
1 2 3 4 5

Legend:

15-13	Regular Julia Childs
12-10	The Galloping Gourmets
9-7	That's ok
6-4	You can improve
3-1	Better practice at home

BREAD EVALUATION

Directions: On the line to the left write in the name of the product to be evaluated. In the squares provided below each characteristic write in the evaluation of the product. Then check the reason for the experiment turning out this way beside the proper criteria below the squares.

____

Characteristics

Outside Appearance	Inside Texture	Texture

Reasons

- ____ Recommended mixing
- ____ Over mixing
- ____ Under mixing
- ____ Shortening cut in
- ____ Shortening NOT cut in
- ____ Proper amount of ingredients
- ____ Too much of one or more ingredients
- ____ Too little of one or more ingredients
- ____ Proper treatment of pans
- ____ Improper treatment of pans
- ____ Cooked at proper temperature
- ____ Cooked too long
- ____ Cooked too little
- ____ Cooked at proper time after mixing
- ____ Cooked at improper time after mixing
- ____ Handled properly
- ____ Handled too little
- ____ Handled too much

Enter the number of correct procedures performed ☐

Enter the number of wrong procedures performed ☐

If the number of correct things performed equals 6-7, an outstanding Breadsman results; 4-5, the Baker needs a little more practice; 2-3, the Doughman needs a lot more practice; and 0-1, the Mixer needs to start all over and follow the directions precisely again.

BREAD COMPARISON ACTIVITY

Directions: Carefully rate each of the dinner rolls by writing in the needed information in the spaces provided. Sample each of the items, and in the last row rate the rolls that you like best from 1 to 4. (1 is lowest and 4 is highest.) Use the space at bottom to figure cost of rolls prepared in class.

	Store Bought Rolls	Bakery Rolls	Roll Mix	Class Prepared Rolls
Cost per dozen				
Weight per dozen				
Texture				
Moistness				
Color				
Taste (this should not be based on personal preference, but standard taste)				
Rate the one you preferred (1 is lowest)				

Figure cost here:

THE CLASSIFICATIONS OF DESSERTS

Directions: Summarize the procedures for the preparation and serving of each of the following types of desserts.

1. Fruits -

2. Puddings, custards, ice cream, sherberts -

3. Gelatin desserts -

4. Cookies -

5. Pies -

6. Cakes -

7. Specialty desserts -

PREPARING BROWNIES: USE OF INGREDIENTS

Directions: Rate the brownies prepared by each group by circling the number which best describes the finished product. Add the circled numbers for each group to get total score.

Group I -- Exact measurements and correct ingredients used.

	Poor	Fair	Good	Excellent
Taste	1	2	3	4
Appearance	1	2	3	4
Texture	1	2	3	4

Total ______

Group II -- Doubled the amount (number) of eggs called for in recipe.

	Poor	Fair	Good	Excellent
Taste	1	2	3	4
Appearance	1	2	3	4
Texture	1	2	3	4

Total ______

Group III -- Used no eggs where they were called for in recipe.

	Poor	Fair	Good	Excellent
Taste	1	2	3	4
Appearance	1	2	3	4
Texture	1	2	3	4

Total ______

BEVERAGE EVALUATION CHECK LIST

Directions: Write the name of the beverage being evaluated in the blank. Place an X in the appropriate box to the right of each criteria. Write in any comments you think appropriate.

Beverage: ____________________

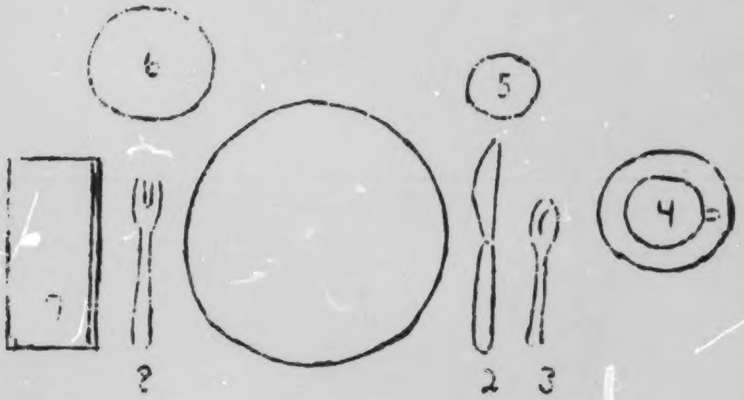
Criteria	No	Yes	Comments
Appetizing			
Color: Clear			
Muddy			
Good aroma			
Flavor: Too sweet			
Too tart			
Too weak			
Too strong			
Just right			
Serving: Attractively served			
Attractively garnished			
Appropriate temperature			

GUIDELINES FOR PLACEMENT OF DISHES, FLATWARE, AND GLASSES ON A COVER

Directions: Use these rules and illustrations as guidelines when setting a cover.

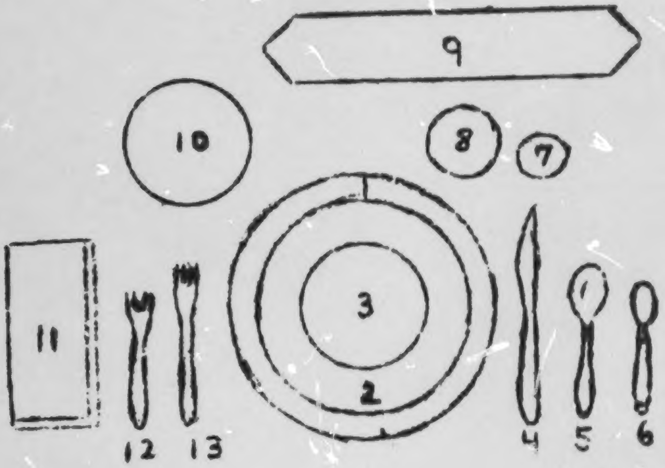
1. Dinner plate - should be placed 1 inch from the edge of the table.
2. Knife - should be placed to the right of the dinner plate with the sharp edge of the blade turned toward the plate with the tip of the handle 1 inch from the table edge.
3. Teaspoon - should be placed to the right of the knife with the tip of the handle 1 inch from the table edge.
4. Cup and saucer - should be placed to the right of the teaspoon.
5. Goblet - should be placed above the knife 1 inch from the tip of the blade.
6. Bread and butter plate - should be placed at the top of the fork.
7. Napkin - should be placed to the left of the fork 1 inch from the table edge.
8. Dinner fork - should be placed to the left of the dinner plate with the tip of the handle 1 inch from the table edge.

Diagram of a Cover



PLACE SETTING DIAGRAM FOR AMERICAN, BANQUET, OR REGULAR SERVICE

Directions: Use illustration as a guide in setting a table for American, banquet, or regular table service.



1 - Service plate
2 - Liner for appetizer
3 - Appetizer
4 - Knife
5 - Soup spoon or teaspoon
6 - Teaspoon
7 - Wine glass

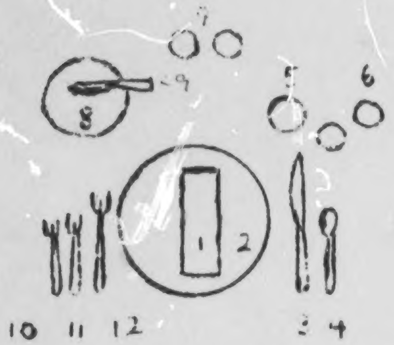
8 - Goblet
9 - Relish tray
10 - Salad plate
11 - Napkin
12 - Fish or salad fork
13 - Dinner fork

Appendix A
Strategy 12.2.7
Level II

PLACE SETTING DIAGRAM FOR FRENCH SERVICE

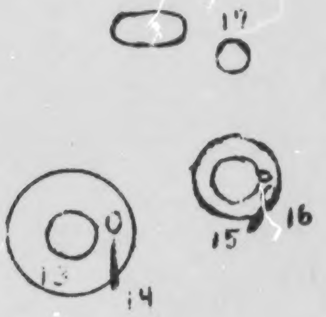
Directions: Use illustrations as a guide in setting a table for French table service.

Before Guest is Seated



1 - Napkin
2 - Service plate
3 - Knife
4 - Soup spoon
5 - Goblet
6 - Champagne glass, extra glasses needed for different wine with each course
7 - Individual salt & pepper
8 - Bread and butter plate
9 - Butter knife
10 - Fish or oyster fork
11 - Salad fork
12 - Dinner fork

Dessert Course

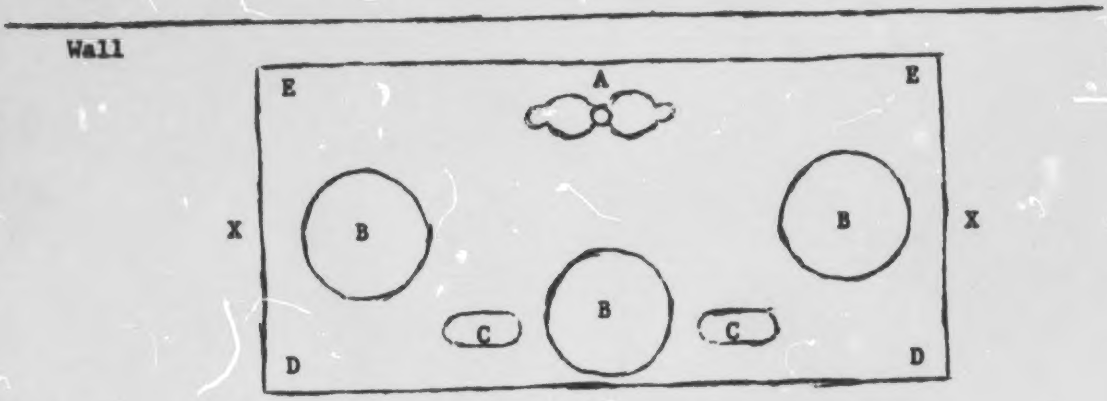


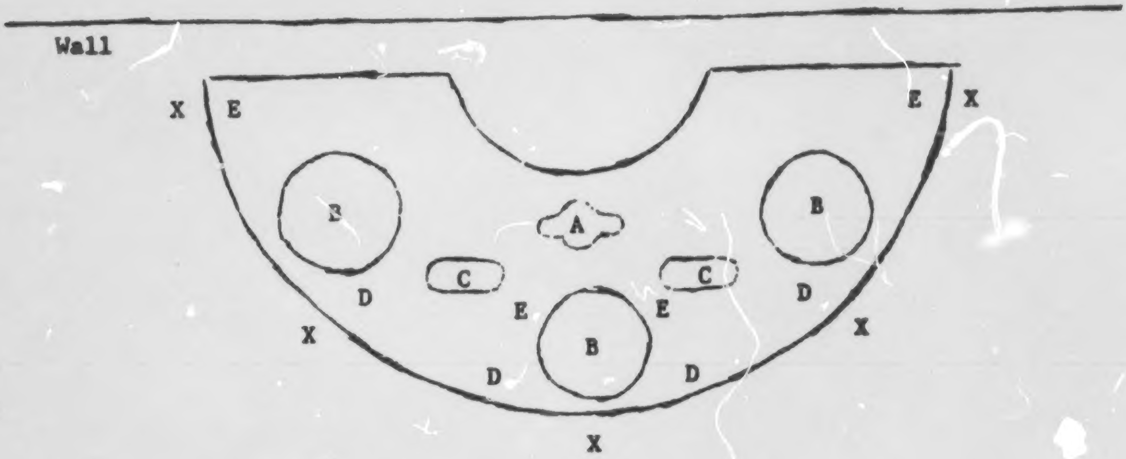
13 - Dessert plate
14 - Dessert spoon or fork
15 - Demitasse cup & saucer
16 - Spoon
17 - Cigarettes in individual ash tray. Matches close to ash trays.

Appendix A
Strategy 12.2.9
Level I

SET UP FOR RECTANGULAR, SEMICIRCLE, OR U-SHAPED BUFFET

Directions: Use the illustrations as a guide in setting a table for buffet service.

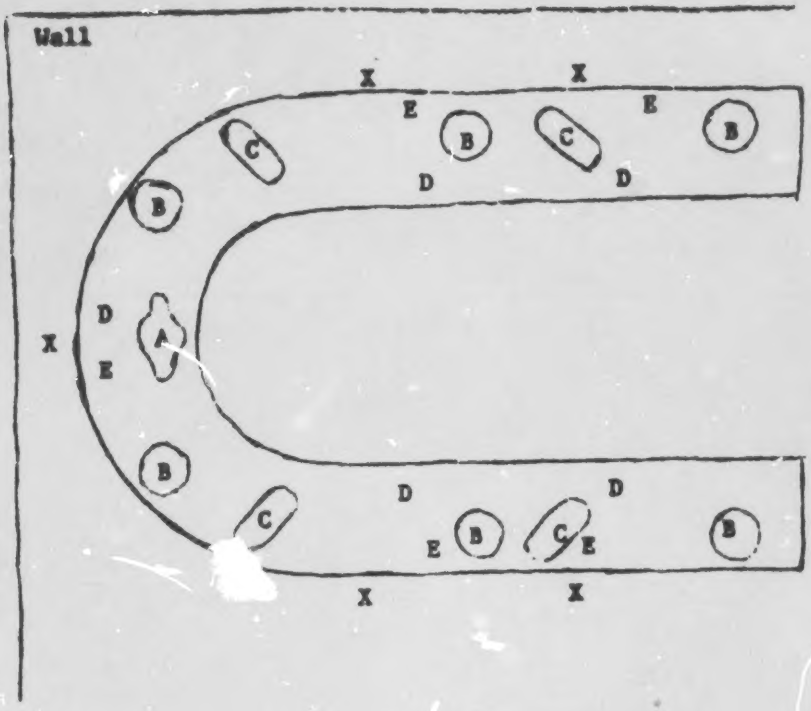

Wall
E
A
E
X
B
B
X
B
C
C
D
D


Wall
X
E
E
X
B
A
B
C
C
D
D
E
E
X
X
B
D
D
X

Key

A - Centerpieces
B - Main foods (hot foods should be served in chafing dishes)
C - Secondary foods (salads, bread, pickles)
D - Flatware and napkins
E - Plates

Note: X represents the directions from which guests might approach the table.


Wall
X
X
E
B
C
E
B
C
D
D
B
D
A
X
E
B
C
D
D
E
B
C
E
B
X
X

Key

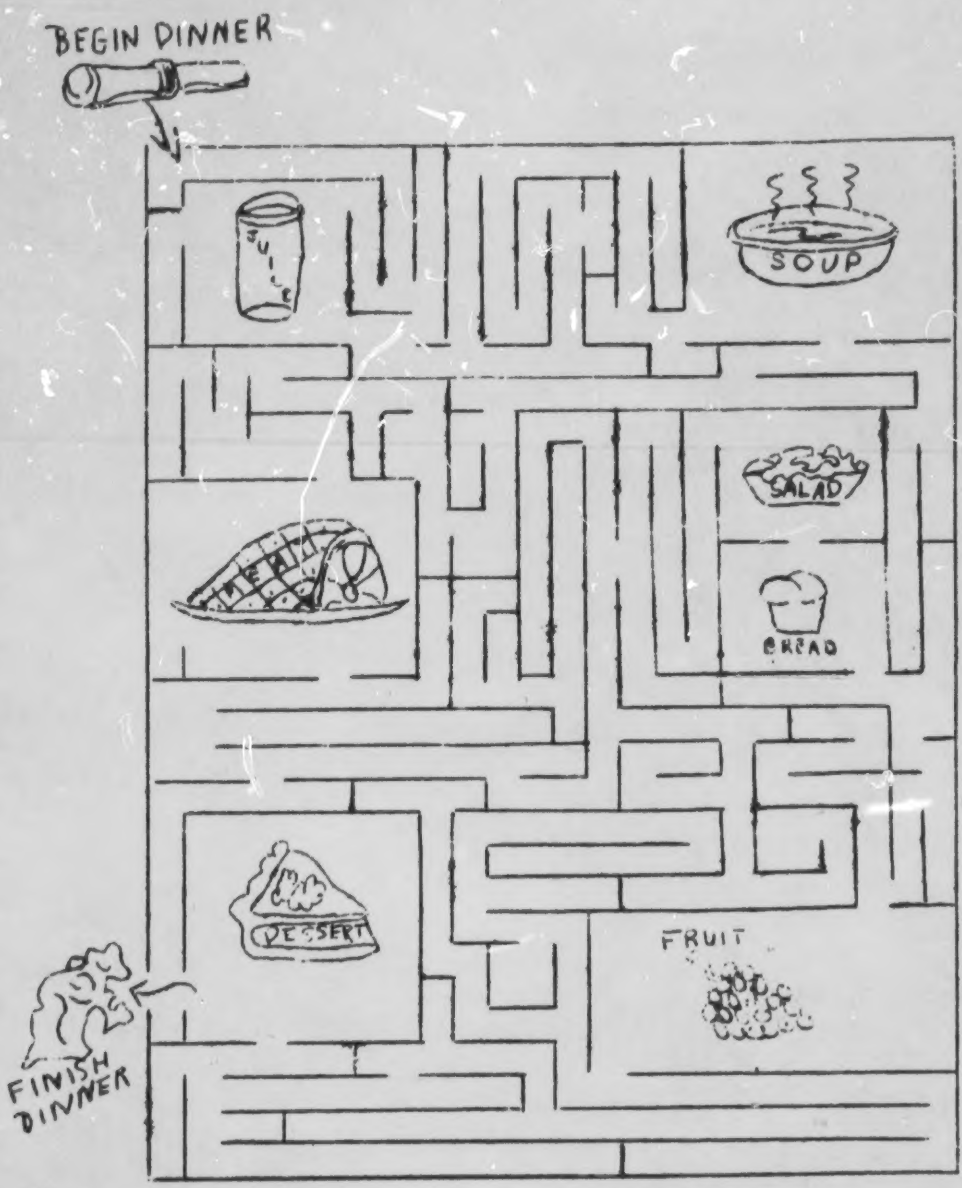
A - Centerpieces
B - Main foods (hot foods should be served in chafing dishes)
C - Secondary foods (salads, bread, pickles)
D - Flatware and napkins
E - Plates

Note: X represents the directions from which guests might approach the table.

Appendix A
Strategy 12.3.3
Level I

THE MEAL MAZE

Directions: Draw a path with arrows through the maze from the "begin dinner" area to the "finish dinner" section so that you will show the correct order in which the foods should be served. No two of the lines should cross or travel the same route.

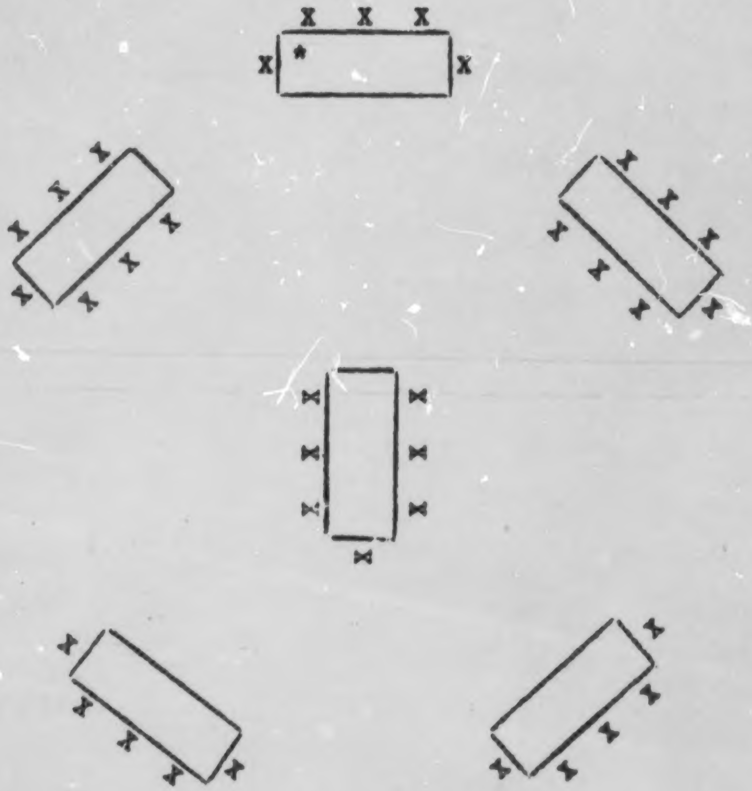

BEGIN DINNER
JUICE
SOUP
SALAD
MEAT
BREAD
DESSERT
FRUIT
FINISH DINNER

Adapted from:
Wilkie, B. J. Fun things for teaching in career education, Vol. 1. Tallahassee, Florida: American Enterprises, Inc., 1974.

Appendix A
Strategy 12.6.5
Level I

BASIC FLOOR PLANS

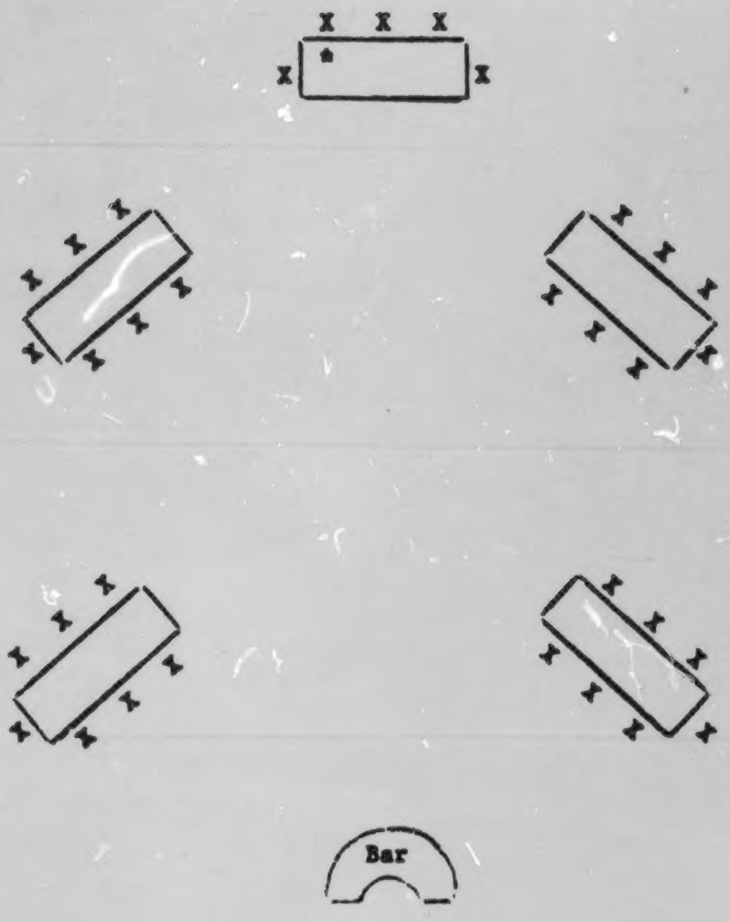
Directions: Use the illustrations for assistance in arranging tables at catered affairs.



Basic Plan #1

Floor plan to seat up to 36 guests. No bar and no dancing. Three tables of seven, two tables of five, plus five at the head table. Seats are marked with an X. No guest sits with his back to the head table. In the home, card tables or TV trays may be substituted.

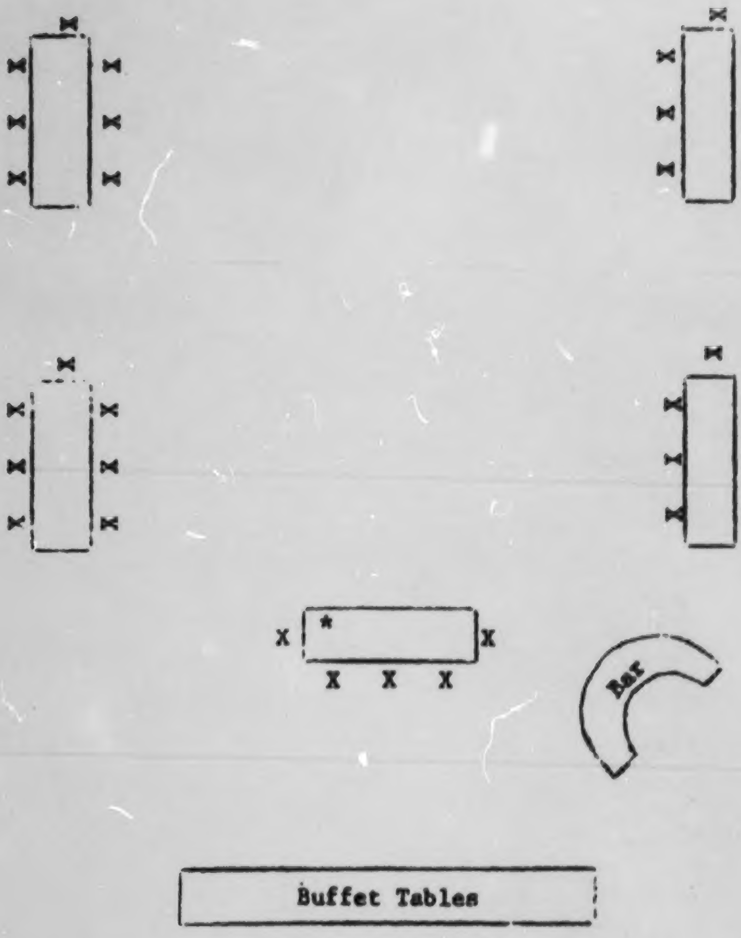
* Head table may be used at formal affairs.



Basic Plan #2

Floor plan to seat up to 33 guests. Bar and room for dancing or games. Four tables of seven plus five at head table. Seats are marked with an X. No guest sits with his back to the head table.

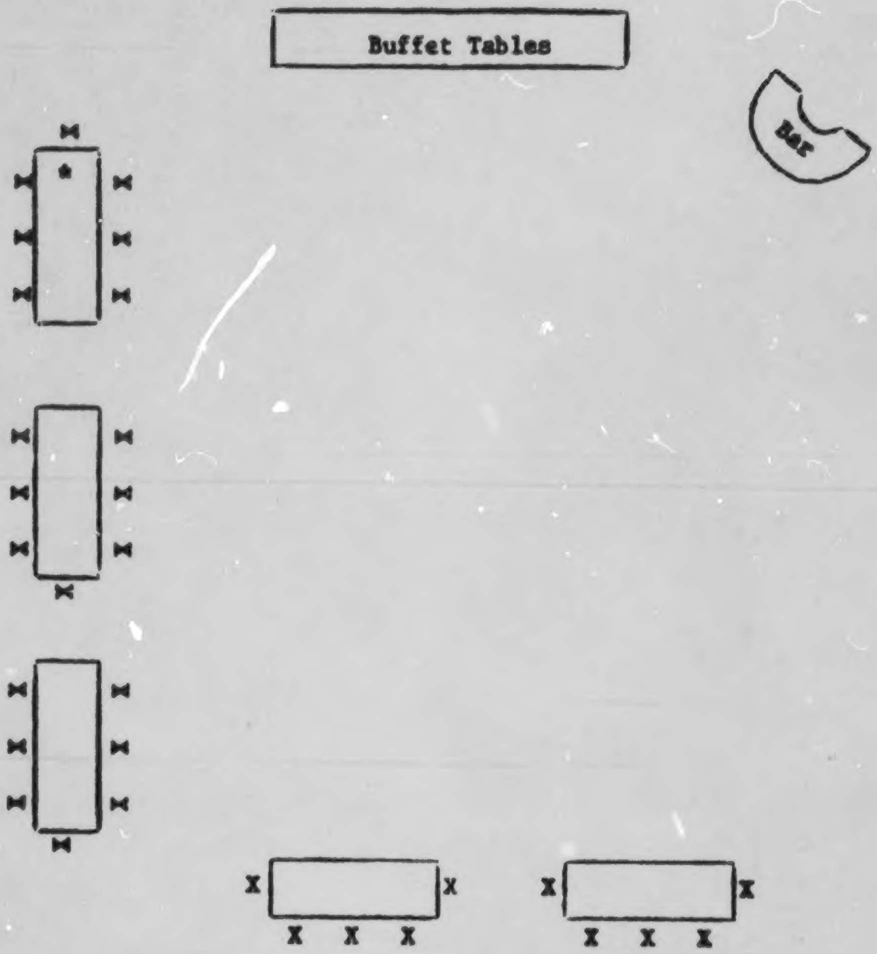
*May be used as head table at more formal affairs.



U-Shaped Plan

U-shaped floor plan. Buffet and bar plus room for dancing or other entertainment. If the meal is served, the buffet tables may be eliminated. Bar may be set up on either side or both. Seats are marked with an X. May be expanded to seat more guests by adding tables at end and in center.

* May be used as head table at more formal affairs.



L-Shaped Floor Plan

L-shaped floor plan to seat about 31 guests. Buffet, bar, and room for dancing or other entertainment. Two tables of five, three tables of seven including head table. Seats are marked with an X. No guest sits with his back to the head table.

* Head table.

CATERED AFFAIR EVALUATION

Directions: Use rating scale to evaluate the laboratory and/or catered affair. Place your score under "Learner's Score." All learners' scores will be averaged and put under "Averaged Learner's Score." Compare scores given by class and teacher and discuss reasons for differences.

		Possible Score	Learner's Score	Averaged Learner's Score	Teacher's Score
Pre-preparation					
Planning	Plans carefully made; good group cooperation; responsibilities equally shared; new learning opportunities; plans handed in on time.	10			
Menu Management Principles	Menu well chosen in relation to equipment and personal resources. Good contrast in color, texture, flavor, temperature, shapes; meal interesting.	5			
Menu Cost and Market Order	No extra expense; food cost given and summarized; accurate costing; neatly done. All foods ordered; quantities suitable to number being served; paper neatly done.	5			
Preparation					
Direction and Recipe	Directions followed carefully and without supervision; seldom makes mistakes.	10			

Preparation (Cont'd)

		Possible Score	Learner's Score	Averaged Learner's Score	Teacher's Score
Supplies and Equipment	Food measured accurately; amounts prepared in accordance with plans; no avoidable waste.	5			
Preparation Techniques	Standard preparation techniques followed. Food prepared accurately.	10			
Meal Management	Good use of time and equipment; plans followed; tasks completed on time; group cooperative and pleasant.	10			
Neatness of Work	Working area orderly and clean; dishes washed as used when possible.	5			
Personal Habits	Different spoons used for samplings; hands always clean when handling food.	5			
Safety Habits	Appropriate holders used when needed; directions for use of equipment followed; cutting tools used correctly; handles on utensils away from work area.	5			

		Possible Score	Learner's Score	Averaged Learner's Score	Teacher's Score
Preparation (Cont'd)					
Product	Attractive appearance; proper doneness, temperature; eating quality good; pleasing taste.	10			
Service					
Table Setting	Appropriate dishes, silver, and table cover selected; tablesetting correctly arranged; centerpiece appropriate and attractive.	5			
Facilities	Room arranged appropriately and attractively to accommodate group and type of affair planned.	5			
Serving	Appropriate amounts served; food arranged neatly and attractively; food correctly and skillfully served; hot foods hot and cold foods cold.	5			
Clean-Up					
Clean-up	Food and equipment put away; range, counter, table and sink clean; room in order.	5			
	Totals	100			

Appendix A
Strategy 13.2.2
Level I
Strategy 8.2.2
Level II

Date ____________________

THE INN SALES SLIP

Beside each aspect on the menu from THE INN, one will find a price to rate the course by. On this form (THE INN SALES SLIP), enter a rating of either "0" for none, "$5" for half way, and "$10" for successful according to how you feel about the course. Afterwards total the column for the amount collected

Rating

A ________________________
B ________________________
C ________________________
D ________________________
E ________________________
F ________________________
G ________________________
H ________________________
I ________________________
J ________________________
K ________________________
L ________________________
M ________________________

Sub Total ______

Tax (add 5 pts in case of error in judgement) ______

Total ______

Appendix A
Strategy 13.2.2
Level I
Strategy 8.2.2
Level II

THE INN

"The best selections in the whole Catering Nation"

		PRICE	
	COURSE CONTENT	Small	Large
A.	Interesting	$5	$10
B.	Increased knowledge	$5	$10
C.	Covered completely	$5	$10
D.	Easy to follow	$5	$10
	EXPERIENCES		
E.	Worthwhile	$5	$10
F.	Varied	$5	$10
G.	Gave appropriate training	$5	$10
H.	Interesting	$5	$10
	TEACHER		
I.	Interesting	$5	$10
J.	Knowledgeable	$5	$10
K.	Compassionate	$5	$10
L.	Understanding	$5	$10
M.	Capable of getting message across	$5	$10

Thanks for your evaluation. You have helped to make this a better course. The Catering Services staff is happy to have had you in the class and hope you have a most enjoyable career!

The Catering Service Class ____________________ ____________
Place Date

LOOKING BACK

Directions: Look back down your career road and reflect on some of the events in your past. From the written list, you need share with the class only those experiences that you wish to exchange.

1. List all your work experience. Place a check beside your food service experience.

2. Describe the most enjoyable event that you have attended where food was a major part of the activity.

3. Describe the food service employment situation at which you felt most successful.

4. Describe an event in your life which helped you become interested in food service and/or catering as a career.

Just for Fun

5. Describe the happiest event in your life.

6. Describe the funniest experience that you have had.

Appendix A
Strategy 1.3.2
Level II

A SELF-APPRAISAL FOR THE CATERER

Directions: Answer each question "yes" if you agree that you have these basic qualifications and "no" if you do not have these attributes. You should have some degree of all of these assets to be a successful caterer. If you have answered "no" to any item, you should use this course and other experiences to improve in those areas.

1. Do I enjoy working with people?
2. Do I enjoy working with ideas?
3. Do I enjoy working with things.
4. Do I enjoy working alone at times?
5. Do I communicate well?
6. Do I have basic food preparation skills?
7. Do I have basic administrative skills?
8. Do I have creative ability?
9. Do I have the patience to work on minute details?
10. Do I have leadership ability.

A FIRE PLAN FOR A CATERING ESTABLISHMENT

Directions: Use the outline below to develop an emergency fire plan.

I. Develop a list of the procedures that workers should follow in case of fire.

II. Draw and post a diagram of emergency escape routes and locations of fire extinguishers, fire buckets, and fire blankets.

III. Develop brief, precise directions for the use of fire extinguishers, buckets, and/or blankets and post near each available in the classroom.

IV. Post the telephone number of the fire department near the telephone, if one is available in the classroom.

V. Develop a plan to have routine fire drills which will include having various exits blocked occasionally.

Appendix A
Strategy 2.3.3
Level II

FIRE EXTINGUISHER INSPECTION CHECK SHEET

Directions: Check the appropriate column to indicate whether the fire extinguisher placement and condition meet these criteria.

The fire extinguisher's

	No	Yes
1. location is proper and there is no obvious mechanical damage or corrosion.		
2. safety seals have not been tampered with or used.		
3. nameplate, gauge, or indicator is visible and readable.		
4. weight indicates that it is fully charged (lift or heft to determine).		
5. nozzle opening is free of obstruction.		
6. gauge or indicator is in operable range.		

Appendix A
Strategy 2.5.4
Level II

ACCIDENT REPORT

Directions: Work with a partner to complete this form. Each should take turns being a caterer and an accident victim. The victim should make the accident situation as realistic as possible (use any resources that will be helpful).

All employees are covered by Workmen's Compensation and any injury or occupational illness incurred while on the job performing assigned duties must be reported immediately on this form. Applicable laws governing employee injuries state that the owner of this establishment must make a report within five days after the occurrence thereof and knowledge of accident or occupational illness.

****

Employee's Name________________________ Dept.______________ Date______________
Mailing Address_______________________________________ S.S.______________________

****

1. Location or place where injury occurred____________________________________

2. Date of injury or illness_______________________ Hour of day__________ a.m. p.m.

3. Married_____ Single_____ Widowed_____ Male_____ Female_____ Age________

4. Occupation_______________________________________ Number of children under age 18 __________

5. How long employed by this organization_____________________________________

6. Work Schedule: Number of hours worked per day_____ Days worked per week____

7. Was there a machine or tool involved with injury or occupational illness?
Yes______ No______

8. Describe fully how injury or occupational illness occurred, and state what employee was doing when injury or illness occurred. ______________________
____
____

9. Nature and location of injury or occupational illness: (Describe fully exact location of cuts, sprains, fractures, right or left) ________________
____
____

10. Probable length of disability____

11. Was employee transferred or terminated because of injury or illness?
Yes______ No______

12. Was employee absent from work as a result of the injury? Yes_____________
Hours______ Days______

13. Name and address of physician____
Name and address of hospital____

Supervisor's Signature______________________________

Appendix A
Strategy 2.6.1
Level II

A REFRESHER COURSE IN SANITATION TERMS

Directions: This activity should help you in reviewing basic sanitation information needed by the caterer. From personal knowledge or using classroom references, define the following sanitation terms. Add others that you feel are needed for review.

Sanitation -

Contamination -

Carrier -

Bacteria -

Infection -

Microorganism -

Food-borne illness -

Toxin -

Salmonella -

Sanitize -

Disinfectant -

Sterilize -

Others -

Appendix A
Strategy 2.8.2
Level II

SANITATION COMMITTEES

Sanitation Inspection Committee

Directions:

1. Elect a chief inspector (chairperson).

2. Determine dates on which you will inspect the laboratory. (Check with instructor to determine number and time period of inspections to be scheduled.) Give the instructor your scheduled inspection dates; do not reveal these days to any member of the class other than those on the Sanitation Inspection Committee.

3. Use the "Inspection Form for Food Handling Establishment" (appendix, pp. A-16 to A-19) to inspect the laboratory for compliance with safety, environmental, and sanitation regulations. The National Restaurant Association self-inspection forms for food service operators may be used also.

4. Use the following legend to determine a grade to be awarded the laboratory for the current inspection period:

Legend:	100 - 90	Grade A
	89 - 80	Grade B
	79 - 70	Grade C
	69 - 0	No Grade Issued

5. Give the manager of the Sanitation Maintenance Committee the inspection form when completed and post "Grade Certificate" in a prominent location. You will need one certificate for each inspection period.

6. Reinspect establishment on next scheduled date. Remember, do not let the class know when you are going to conduct the inspection.

Sanitation Maintenance Committee

Directions:

1. Elect a manager (chairperson) for your catering establishment (the class laboratory).

2. If your laboratory has not been named previously, select a name. If a new name is chosen give this to the Sanitation Inspection Committee.

3. Using the "Inspection Form for Food Handling Establishment," decide on sanitation and cleaning duties to perform.

4. Have members develop work schedules for a time period specified by instructor (NOTE TO INSTRUCTOR: This should be for the same length of time which has been assigned the Sanitation Inspection Committee.)

5. Carry out your assigned tasks as needed. It is the manager's responsibility to coordinate all activities.

6. Receive inspection form from Sanitation Inspection Committee, discuss the results and perform tasks needed to correct any violations found.

SANITATION INSPECTION

GRADE

____

(Sanitation Inspection Committee place grade here)

This is to certify that ____

Catering Establishment has received ____________ points during the Sanitation/

Environmental/Safety Inspection on this _____ day of ______________, 19____.

____

____

______________________________ ______________________________

Sanitation Inspection Committee Chief Inspector

CATERING FOOD PREFERENCE QUESTIONNAIRE

Directions: Use the following questionnaire to obtain data on the food preference of an individual. Place a check in the appropriate column beside each of the food items (mark only one choice for each item). You may allow the person interviewed to complete the form or you may interview the individual and record their reply. At the end of the survey, compile your data with other classmates and rank the items from low to high in two groups: "Foods Best Liked" and "Foods Least Liked."

Food Name	Dislike	Like	Do Not Know
White bread			
Iced coffee			
Fresh rolls			
Parsnips			
Fried chicken			
Milk			
Squash			
Broccoli			
Chocolate milk			
Oranges			
Corn-on-the-cob			
Raisin pie			
French fried potatoes			
Clam chowder			
Eggs-to-order			
Onion soup			
Mustard greens			
Fresh apples			
Strawberry shortcake			

EATING HABITS AND THEIR MEANINGS

Directions: For each of the terms listed below, list the foods which you associate with the term.

Enjoyment

Security

Sociable

Affection/love

Loneliness

Masculinity

Femininity

Anxiety

Tradition

Status

Ritual

Loyalty

Discipline

Appendix A
Strategy 3.1.11
Level II

TESTING MY TASTE

Directions: Most people could enjoy their food more if they liked a wide variety of items; then too, caterers can better "sell" certain items if they at least know how the food tastes. Learning to eat many foods is also important for the caterer in judging quality control. The caterer must be able to tell the preparation staff if food is acceptable. This is hard to do if the food is disliked by the caterer.

Below is a list of foods to use in checking how well you are progressing toward eating a variety of foods. Check (X) in the column or columns which best describes where you are now.

Food	Eat When Offered		Never Eaten
	Enjoy	Do Not Enjoy	Need Chance to Taste
Asparagus			
Artichokes			
Endive			
Beets	▨	▨	▨
Buttered			
Pickled			
Brussel sprouts			
Oysters			
Carrots			
Cauliflower			
Celery			
Spinach			
Mushrooms			
Sauerkraut			
Okra			
Clams			

Food	Eat When Offered		Never Eaten
	Enjoy	Do Not Enjoy	Need Chance to Taste
Blue cheese			
Figs			
Anchovy			
Parsnips			
Bagels			
Sweet potatoes			
Tangerine			
Avocado			
Cottage cheese			
Olives			
Yogurt			
Others			

Appendix A
Strategy 3.2.3
Level II

THE FOOD LOVE LIST

Directions: List the ten foods that you like best. For each column heading, answer the statement by placing the suggested symbol beside those foods as indicated.

The foods:	You could most easily do without	High in most nutrients	High in calories	Low in calories	High in cost
Ten foods you love to eat or drink:	0	+	-	*	$
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Other questions to consider:

1. Are all the Basic Four Food Groups represented?

2. Why are good eating habits important to the caterer?

Adapted from:
Charlotte Drug Education Center. Love List. Charlotte, North Carolina: Author, n.d.

HOW DO YOUR MEALS RATE?

Directions:

Step 1. Plan a menu which will meet the Basic Four Food Groups requirements. Identify the event for which your menu has been planned. Circle the heading which most nearly describes the meal for which your menu has been planned.

Event for which menu is prepared: ______________________________

Kind of Meal: Breakfast Lunch Dinner Snacks

Step 2. Write the name of each food in the space provided for the basic four group under which it was planned.

Basic Four Groups	Breakfast	Lunch	Dinner	Snack	Total
Bread and Cereal Group (4)					
Meat Group (2)					
Fruit and Vegetable Group (4)					
Milk Group (4)					

Step 3. The recommended servings for each group are enclosed in the parentheses. Give yourself one point for each required serving entered in the food groups. Enter the total number of servings for one group in the column at the right.

Total Points Possible: 14

My Total Points __________

Appendix A
Strategy 3.2.7
Level II

SPECIAL DIET MENUS

Directions: Plan two menus to meet the specifications stated below. You may use any classroom or library reference to aid in completing this assignment.

Menu 1:

A group of business persons have decided to have an exercise session once a week followed by a light lunch. They have asked several caterers to submit an example of a luncheon menu of approximately 450 calories which could be served. Plan the menu and show a break down of the calories for each item.

Menu	Item	Calories

Menu 2:

A group of senior citizens are planning a special dinner party. They desire the meal to be low in cholesterol (the meal should be low in animal fats). Plan a menu to meet this requirement. Note what adaptations you have made for any dish that is high in cholesterol (for example, removed all visual fat from broiled fillet of flounder).

Menu Items

Modifications Made

Appendix A
Strategy 3.4.2
Level II

LET'S LOOK AT THE SOURCE

Directions: Select a recipe and in the blanks provided, write the name of recipe, the source from which it was taken, and the page number. Rate the recipe on each item as 1, 2, or 3, one being low and three being high. Record the score on each point in the right-hand column and add these values to find the total score.

Name of Recipe ____

Source Cited ______________________________ Page Number ______

Recipe Selection

	Score 1 (low) to 3 (high)
Simplicity -- Recipe terms easy to interpret and understand.	1. ____________
Clarity -- Listing of ingredients in order of use.	2. ____________
Directions easy to understand and to follow.	3. ____________
Completeness -- Complete information on method of preparing and cooking.	4. ____________
Cooking time stated when applicable.	5. ____________
Definite temperature given when applicable.	6. ____________
Quantity and/or number of servings given.	7. ____________
Variety -- Variety and interest added to recipe by giving variations.	8. ____________

Recipe Source

Score
1 (low) to 3 (high)

Content — Information free from bias or exaggeration. 9. ____________

Organization — Recipes are orderly arranged according to types of food. 10. ____________

Design and Make-up — Attractive design, has eye appeal. 11. ____________

Format easy to handle, display, and store. 12. ____________

Illustrations are attractive; good color; up-to-date; eye catching. 13. ____________

Reliable — Source of authority cited for tested recipes. 14. ____________

Total Score ____________

Legend:
36 - 42 an excellent choice
28 - 35 an acceptable choice
14 - 27 a poor choice

Appendix A
Strategy 3.4.4
Level II

MENU PLANNING FOR CATERED EVENTS

Directions: Select one or more of the events which may be catered and plan a moderate and a deluxe menu for the event.

Adult birthday parties

Anniversary parties

Bachelor dinners

Balls (formal)

Banquets

Bar/Bas Mitzvahs

Barbecues

Breakfasts

Bride's dinners

Business luncheons

Catering boxes

Children's parties

Christenings

Church dinners

Cocktail parties

Dances (informal)

Dinner parties (small and large)

Engagement parties or showers

Holiday or theme parties
  a. Christmas
  b. New Year's Eve
  c. Labor Day
  d. Fourth of July
  e. Other

Luncheons

Openings/dedications

Receptions

School functions

Baby showers

Suppers

Teas

Weddings
  a. Breakfast
  b. Morning
  c. Afternoon
  d. Evening

Appendix A
Strategy 3.4.5
Level II

PLANNING AND PRESENTING MENUS

Directions: Develop a catering menu booklet that can be used in working with clients. Apply all of the menu planning and writing principles studied. One format for compiling menus is illustrated below. This booklet is to be used for merchandising purchases, so it should be as attractive and practical as possible.

Suggested Events	Menu	Selling Price	
		Disposal Service (per person)	Permanent Service (per person)
	Moderate:		
	Deluxe:		

Comments:

INVENTORY FORM

Taken by ______________________ Date ______________________

Food Item	Number On Hand	Need	Order (✓)

MARKET ORDER FORM

Date ______________________ Manager ______________________________

Item	In Stock	Need	Unit Cost	Total Cost
I. Food Supplies				
A. Meats				
B. Poultry				
C. Fish				
D. Fruits and Vegetables				
E. Dairy Products				
F. Condiments				
G. Staples				
H. Breads and Beverages				
II. Paper Products				
III. Miscellaneous				

Appendix A
Strategy 3.7.8
Level II

REQUISITION FORM

Number ______________ Requested by ______________________________

Vendor ____

Date requested ____________________ Delivery date ____________________

Requested Items	Quantity	Unit Price	Price
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

WORK SHEETS: INCOMING-OUTGOING RECORD

Time period covered ______________________ to ______________________

Supply Item	Quantity	Unit Cost	Vendor	Code	In Stock	Number Ordered	Date Received

FACTORS IN CONTROLLING FOOD COST

The Food Cost Percentage

The percentage of cost allowed for food at a catered function should be determined by three factors:

1. Purchased price of the food to be served.
2. The portion size of the food to be served.
3. The price paid by the client.

The following list shows some of the steps that will assist the caterer in controlling food cost and ways to keep the price of food down:

1. Establish a standard food percentage. This is usually lower than 70% of the sales dollar.
2. Set standard portion sizes for all menu items. Use these unless otherwise requested by the client or different sizes are used for an effect, i.e. oversized beverage glasses. In these instances, the price must be adjusted accordingly.
3. Make it a practice to compute the unit cost of standard portions based upon standard recipes.
4. Base menu prices upon unit costs and the established standard food cost percentage.
5. Review the food costing method used often to determine if it is really working.

The following records may be used to assist the caterer in controlling food cost:

1. Records of menus served.
2. Food inventories.
3. Market orders and requicitions.
4. Labor cost data.

Appendix A
Strategy 3.8.7
Level II

COMPUTING COST PER SERVING

Directions: Use the guidelines below to aid you in computing the cost per serving of an item:

1. Price foods on the market order and total their cost.
2. Estimate the cost of labor and miscellaneous expenses.
3. Divide total meal cost approximation by the number of people to be served.

Example: For a fruit salad

Step 1 -	Apples	@ $.10/lb.	10 lbs.	$1.00
	Bananas	@ $.19/lb.	10 lbs.	1.90
	Cherries	@ $.39 small jar	1 jar	.39
	Lettuce	@ $.39 head	1 head	.39
	Mayonnaise	@ $1.19/16 oz.	1 jar	1.19
			Subtotal	$4.87
			Tax	.20
			Total	$5.07

Step 2 -	1 helper @ 1 hour	$2.10	Step 3 -	$5.07
	other expenses	5.00		7.10
		$7.10		$12.17

Step 4 - 50 guests

```
   $  .24  cost per serving
50/$12.17
    10 0
     2 17
     2 00
       17
```

The cost per serving is the actual caterer's expense, therefore, additional figures are needed to include the cost of the caterer's time and profit.

Appendix A
Strategy 3.8.10
Level II

MENU PLANNING FOR PROFIT AND NUTRITION

Directions: The margin of profit that the food caterer makes on a catered event is very important. In planning the menu the caterer must be aware not only of the food served but should also consider overhead, labor, preparation time, etc. The object of this assignment is to help you choose between sets of menus that a caterer might serve to determine the most profitable and nutritious menu. Carefully examine each menu below and answer the questions which follow. Use class references when needed to define terms or get additional information.

Dinner Menus

Menu 1	Menu 2
Fruit Juice Cocktail	Fresh Fruit Cups
Baked Turkey	Veal a'la King on Toast Points
Buttered Carrots and Peas	Buttered Asparagus
Tomato Aspic on Endive Beds	French Bowl Salad
Dinner Rolls	Dinner Rolls
Apple Tarts	Chocolate éclairs
Coffee	Coffee

Picnic Menus

Menu 1	Menu 2
Fried Chicken	Sliced Ham, Turkey, Chicken
Buttered Corn	Potato Salad
Cole Slaw	Chilled Finger Vegetables
Rolls	Toasted Coconut Cake
Chilled Fresh Fruits	Coffee Tea Milk
Lemonade Milk Coffee	

Party Menus

Menu 1	Menu 2
Finger Sandwiches	Chicken a'la King in Patty Shells
Assorted Cookies and Candy	Relish Tray
Old Fashioned Vanilla Ice Cream	Butterfly Rolls
Apple Cider Punch	Angel Food Cake with Seven Minute Icing
	Red Wine Punch

1. Which set of menus (1 or 2) would be most expensive to prepare?

2. List as many reasons as possible why the menus you selected are more expensive.

3. Describe a situation when a caterer may have the choice of using the less expensive menus.

4. Which menus (1 or 2) would require the least preparation time? Why?

5. Is there any difference in the nutritional value of the menus? Do you think the caterer should be interested in the nutritional value of a menu? Why or why not?

Appendix A
Strategy 3.10.2
Level II

METRICATION IN THE KITCHEN

Directions: Read the information and practice measuring food using the metric system. After you understand measuring, prepare the recipe and answer the questions listed.

Measuring Cups, Teaspoons and Tablespoons

With the change over from the customary to the metric system, future recipes will be given in metric units. The metric cup will have a capacity of 250 ml for measuring liquids. It will be graduated on one side in quarters and on the other side in 50; 100; 150; 200; and 250 ml, with subdividions of 10 ml.

A set of four measuring cups for measuring dry ingredients will have different sizes of 25; 50; 100; and 250 ml.

The metric tablespoon will have a capacity of 12.5 ml, and the metric teaspoon will be 5 ml.

A set of four measuring spoons will be:

1 tablespoon = 12.5 ml
1 teaspoon = 5 ml
1/2 teaspoon = 2.5 ml
1/4 teaspoon = 1.25 ml

Kitchen Utensils

Kitchen scales will be recalibrated to the metric system. Mass will be shown in kilograms with subdivisions of probable 20 grams.

The diameter of baking pans and cooking utensils will be given in millimeters.

The capacity of appliences such as refrigerators will not be expressed in cubic feet but in liters. The following table shows the approximate comparisons.

200 liters = 7 cubic foot refrigerator
300 liters = 10.5 cubic foot refrigerator
400 liters = 14 cubic foot refrigerator
500 liters = 17.5 cubic foot refrigerator

Oven Temperatures

Metric temperatures will be expressed in degrees Celsius (°C). New ranges and ovens will be calibrated as below.

Very cool	250°F	120°C
Cool	300°F	150°C
Moderately cool	320°F	160°C
Moderate	360°F	180°C
Moderately hot	375°F	190°C
Hot	400-430°F	200-220°C
Very Hot	450-500°F	230-260°C

Comparing Weight and Volume of Food Items

Materials needed:

Scales
Measuring cup
Grocery items - flour
cornmeal
rice
(examples) powdered sugar
popped corn

Directions: Measure a level cupful of each food item. Pour each in a small plastic bag and weigh separately.

Name of Food	Amount in Liters	Amount in Grams

1. How would you measure the ingredients above if you were using the ingredient in a recipe?

2. Which method (customary or metric) would be most accurate?

Food Preparation

Cranberry-Apple Punch

.250 l sugar

.250 l strong tea

3 l lemonade

2 l cranberry cocktail

1 l apple juice

5 l orange juice

Combine all ingredients and chill.

Questions:

1. You have ____________ liters of liquid (or ____________ cups) (or __________ quarts).
2. How many milliliters would you probably serve in a punch cup? _____________
3. Using your answer in #2, figure how many servings you could get from this recipe. Record answer here ____________________.

DETERMINING COST PER UNIT

Directions: In the past, it has been very difficult to compute the price per ounce of a given food item. With the rise of metrics this computation should be much easier. Try it! First figure the cost per ounce by using customary measurement, then use metric measurement to figure the cost per gram.

Item	Cost	Weight in lbs. or oz.	Cost per oz.
1. Soup	.18	10 3/4 oz.	
2. Pork and beans	3/.79	14 oz.	
3. Tomato sauce	3/1.00	15 oz.	
4. Candy	.69	7 oz.	

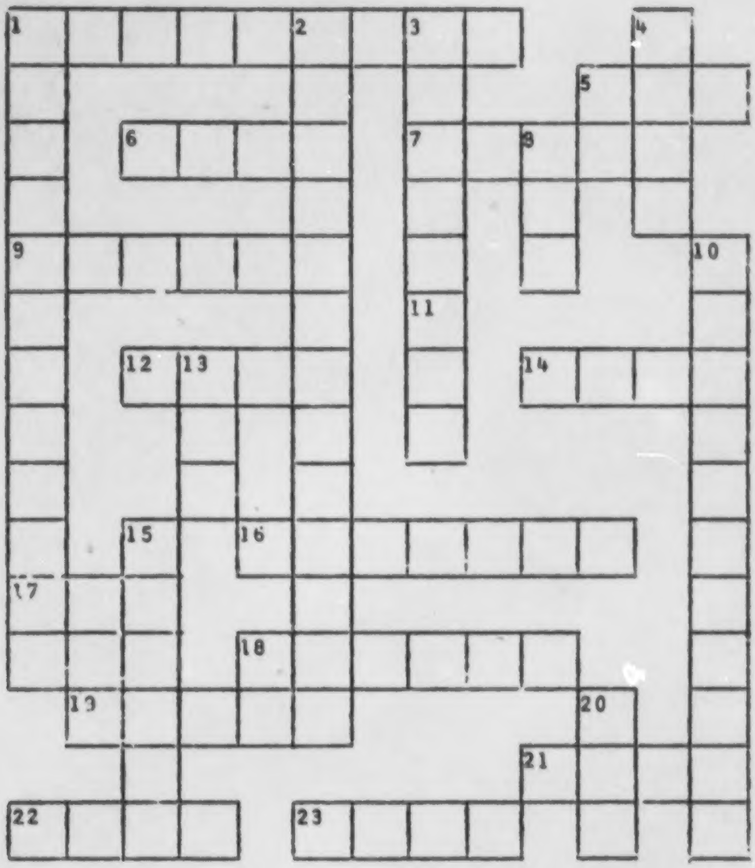
Now try it in metrics........

Item	Cost	Weight in grams	Cost per gram
1. Soup	.18	305 grams	
2. Pork and beans	3/.79	397 grams	
3. Tomato sauce	3/1.00	425 grams	
4. Candy	.69	198 grams	

Appendix A
Strategy 3.12.5
Level II

SPECIALTY FOOD PREPARATION TERMS

Directions: Complete the crossword puzzle by defining the culinary and gourmet cooking terms on the next page.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22
23

Across

1. A crescent shaped roll.
5. Natural meat juice.
6. To beat rapidly to increase volume and incorporate air.
7. The French term for apple.
9. The main dish of a meal.
12. The French term for coffee.
14. A mixture of equal parts of fat and flour used to thicken liquids.
16. A very small fish of the herring family which is frequently used in Greek cooking.
17. A dried leaf used to make hot and cold beverages.
18. A dish often used for serving soups.
19. To brown quickly in fat.
21. Custard baked in caramel coating.
22. A master cook.
23. To cut in cubes.

Down

1. A lacy pancake rolled and served flaming with a rich liqueur sauce.
2. Rich chicken velouti sauce or fruit or shrimp served on crushed ice.
3. A French pastry filled with a puffed paste and topped with a foudant icing.
4. Hard fat used in cooking.
8. To blend with a rapid "over and under" motion.
10. The French term for with croutons (toasted or fried cubes of bread).
11. Fluffy whipped egg white and sugar.
13. The French term for in the style or fashion of.
15. A bread or cracker based appetizer that is covered with a savory paste.
20. A beer type beverage.

EQUIPMENT-PIK-A-PAK

Directions: This is an individual learning package which includes various learning experiences. It has been designed to assist you in studying specialty equipment. You may complete the following activities at your own rate.

1. There is a quiz to test your knowledge concerning each piece of equipment. It should usually be taken after you have completed all activities. However, you may take it at any time you feel that you have mastered the information covered in this package. Ask the teacher for the test when you feel you are ready. Return the test to the teacher to be corrected.

2. Locate the piece of equipment ____
____

3. Read Part I for basic information.

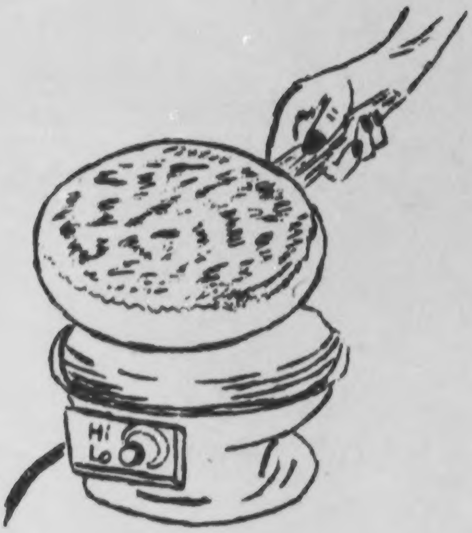
4. Study the manual or recipe booklet included in this pak.

5. See how much you have learned about the piece of equipment by working through Part II. Read the questions listed on the left side of the page. As you read, use a blank sheet of paper to cover the answers on the right side. Move the sheet of paper down to reveal the correct answer only after you try to answer the question on your own.

6. Practice using the piece of equipment. Use the recipe you halved to prepare the suggested items. If needed use cookbooks to get additional information which will help you. The ingredients may be found in the laboratory. Freeze the food that you prepare for use in later class experiences.

7. Place this package back into the Equipment-Pik-A-Pak box and choose another package.

ALL ABOUT CRÊPE PANS!



Objectives

The learner will:

1. recognize a crêpe pan.
2. define the term crêpes.
3. explain how to prepare a crêpe.
4. explain how to clean and care for a crêpe pan.
5. identify at least three different kinds of crêpes according to their fillings.
6. use a crêpe pan to prepare a crêpe.

Part I

All About Crepe Pans

A crêpe is a very thin (almost lacy) pancake-like bread. Crêpes are made from flour, eggs, milk, shortening, and salt. It is filled with various meats, cheeses, or fruits; rolled up; covered with various sauces; and baked and/or flamed with a liqueur. A very famous kind of crêpe is the crêpe suzette.

To make good crêpes, it is adviseable to use a special crêpe pan. A crêpe pan is a shallow pan with a slightly curved bottom, and it comes with a hollow trivet which is approximately two inches high.

To make crêpes, set the trivet over the burner on the stove. Heat the crêpe pan on the trivet over medium heat until just hot. Dip the curved bottom of the pan into the batter and quickly flip the pan over. Set the pan on the trivet. When the edges begin to dry, take crêpe off the pan with a fork. When the crêpes are cooled, stack and freeze. Crêpes should be frozen in multiples according to usage. The center of crêpes will be slightly doughy. They will be cooked fully when filled and baked or flamed.

Crêpe pans should be wiped clean and oiled after every use. Never wash in detergents or use the crêpe pan for anything except crêpes.

There are many good recipes for preparing crêpes; however, a basic recipe that can be used to make crêpes is to blend 1-1/2 cups flour, 2 eggs plus 2 egg yolks, 2-1/2 cups milk, 2 tablespoons vegetable oil, and 1/8 teaspoon salt together in a mixer. The batter should then be chilled before cooking. This recipe will make about 25 crêpes.

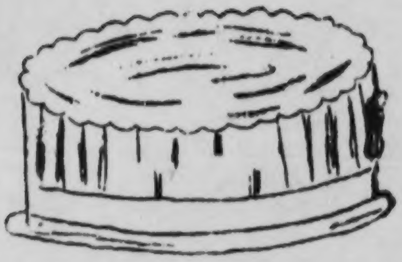
Chicken, beef, pork, fish, fruit, and vegetables are often used as fillings for crêpes. After the filling is placed in the crêpe, a sauce such as various cheeses, jams and jellies, white sauces, soups, and gravies may be added.

Part II - Questions (Use a sheet of paper to write your answers.)

1. What is a crêpe?	A crêpe is a very thin (almost lacy) pancake-like bread. It is filled with various meats, cheeses, or fruits; rolled up; covered with various sauces; and baked and/or flamed with a liqueur.
2. What ingredients are used in making crêpes?	Flour, eggs, milk, shortening, and salt.
3. What special equipment does it take to make crêpes?	A crêpe pan.
4. What is a crêpe pan?	A shallow pan with a slightly curved bottom. A crêpe pan comes with a hollow trivet which is approximately two inches high.
5. How does a person use a crêpe pan?	Set the trivet over the burner on the stove. Heat the crêpe pan on the trivet over medium heat until just hot. Dip the curved bottom of the pan into the batter and quickly flip the pan over. Set the pan on the trivet. When the edges begin to dry, take crêpe off the pan with a fork. When the crêpes are cooled stack and freeze. Crêpes should be frozen in multiples according to usage. The center of crêpes will be slightly doughy. They will be cooked fully when filled and baked or flamed.
6. How should a crêpe pan be cared for?	Crêpe pans should be wiped clean and oiled after every use. Never wash in detergents or use the crêpe pan for anything except crêpes.
7. What is a good basic recipe for making crêpes?	In a mixer blend: 1-1/2 cups flour 2 eggs plus 2 egg yolks 2-1/2 cups milk 2 tablespoons vegetable oil 1/8 teaspoon salt Chill batter. Yield 25 crêpes.

8.	How would you divide this recipe in half?	3/4 cup flour 1 egg plus 1 egg yolk 1-1/4 cups milk 1 tablespoon vegetable oil dash of salt
9.	What are some possible fillings for crêpes?	chicken beef pork fish fruit vegetables
10.	What are some possible sauces for crêpes?	various cheeses jams and jellies white sauces soups gravies

ALL ABOUT PÂTÉ FORMS!



Objectives

The learner will:

1. describe a pâté form.
2. define pâté.
3. explain how to prepare a pâté.
4. use the pâté form to prepare a pâté.
5. explain how to clean and care for a pâté form.

Part I

All About Pâté Forms

A pâté is a meat or fish paste, or a pie filled with the paste. Liver, chicken and ham, truffled game and poultry, and fish are examples of different kinds of pâtés often served. Pâtés are usually served as appetizers.

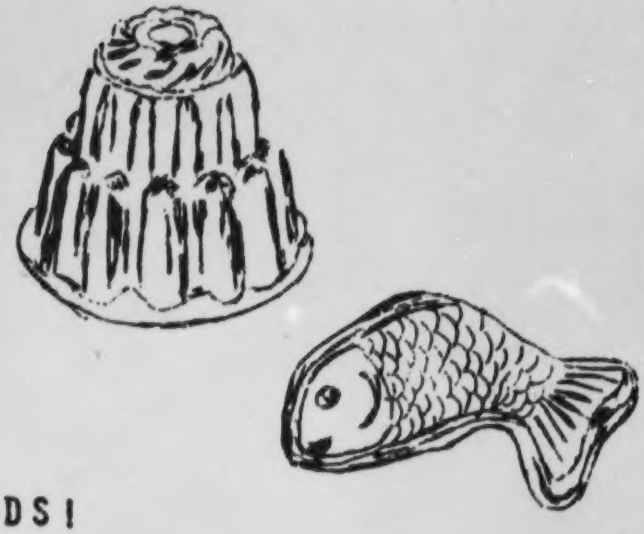
A pâté form may be used to prepare pâté. A pâté form is a straight sided dish that can be opened and has a removable bottom. To clean a pâté form, wash it in warm, soapy water.

To make a pâté line pan with thin bacon or fresh pork fat. Allow side to come over the top of dish. Press one-third of any forcemeat (meat chopped up and seasoned) into dish. Arrange half of the garnishes (diced meats, whole livers, pistachio nuts, etc.) on top of force meat. Add another third of forcemeat to the top of this and then the rest of the garnishes. Top with the rest of the forcemeat and fold the fat over the top making sure the pâté is covered. Sprinkle with appropriate spices. Cover with foil and lid. Place dish in a larger dish and pour boiling water to half way up the pâté form. Bake in moderate oven for 1-1/2 to 2 hours. Remove lid and weight down pâté and allow to cool. Slice and serve. Pâté may be baked in aspic or in a crust.

Part II - Questions (Use a sheet of paper to write your answers.)

1. What is a pâté?	A meat or fish paste, or a pie filled with the paste.
2. What are examples of pâté?	Liver pâtés Chicken and ham pâtés Truffled game and poultry pâtés Fish pâtés
3. What is a pâté form?	A straight-sided dish that can be opened and has a removable bottom.
4. What is forcemeat?	Meat that is chopped up and seasoned.
5. How is a pâté made?	Line pan with thin bacon or fresh pork fat. Allow bacon lining to come over the top of dish. Press one-third forcemeat into dish. Arrange half of the garnishes (diced meats, whole livers, pistachio nuts, etc.) on top of forcemeat. Add another third of forcemeat to the top of this and then the rest of the garnishes. Top with the rest of the forcemeat and fold the fat over the top making sure the pâté is covered. Sprinkle with appropriate spices. Cover with foil and lid. Place dish in a larger dish and pour boiling water to half way up the pâté form. Bake in moderate oven for 1-1/2 to 2 hours. Remove lid and weight down pâté and allow to cool. Slice and serve. Pâté also may be baked in aspic or in a crust.
6. How is a pâté form cared for?	Wash in warm, soapy water.
7. What is a good recipe for making pâté. (Use cookbooks to locate a recipe.)	(Write your answer on a blank piece of paper and save for later use.)
8. How would you divide this recipe?	(Write your answer on a blank piece of paper and save for later use.)
9. Pâtés are usually served for what part of the meal?	Appetizer.

Appendix A
Strategy 3.13.3
Level II



ALL ABOUT MOLDS!

Objectives

The learner will:

1. identify two foods which can be prepared in a mold.
2. explain two methods used to unmold foods.
3. explain how to clean and care for molds.
4. cite two purposes for using molds.
5. use molds to shape a food item.

Part I

All About Molds

Any equipment in which a gelatin, pudding, or other foods are shaped may be classified as molds. You may purchase special molds or use other available items as molds. Gelatin desserts and salads, frozen puddings, ice creams, and pâtés are often shaped into attractive and fancy shapes using molds.

There are two major ways to remove food from a mold once it is set. They are:

(1) The mold could be set in a dish of hot water up to rim of mold for a few seconds, immediately inverted onto serving dish, and returned to refrigerator.

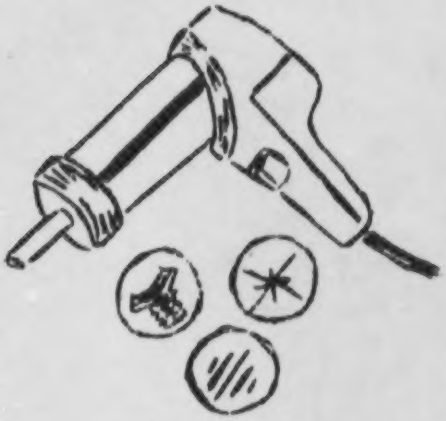
(2) The mold can be lined with two strips of foil that extends over the top, gently spoon in mixture, chill until set, turn mold upside down on serving dish, and gently pull on foil strips to unmold.

Special molds should be washed with warm water and suds, then thoroughly dried and stored.

Part II - Questions (Use a sheet of paper to write your answers.)

1. What are molds?	Equipment in which a gelatin, pudding, or other foods are shaped.
2. What are some foods that may be placed in a mold?	Gelatin desserts and salads Frozen puddings Ice creams Pâtés
3. How can a food item be removed from a mold?	(1) The mold could be set in a dish of hot water up to rim of mold for a few seconds. Then inverted onto serving dish immediately and returned to refrigerator. (2) Line mold with two strips of foil that extends over the top, gently spoon in mixture, chill until set, turn mold upside down on serving dish and gently pull on foil strips to unmold.
4. How should a mold dish be cared for?	Washed with warm water and suds. Dry thoroughly and store.
5. What is a recipe for a simple gelatin mold?	(Write your answer on a blank piece of paper and save for later use.)
6. How would you divide this recipe?	(Write your answer on a blank piece of paper and save for later use.)

Appendix A
Strategy 3.13.3
Level II



ALL ABOUT ELECTRIC COOKIE GUNS!

Objectives

The learner will:

1. identify an advantage of using an electric cookie gun.
2. identify two uses of the electric cookie gun.
3. explain how to operate an electric cookie gun.

Part I

All About Electric Cookie Guns

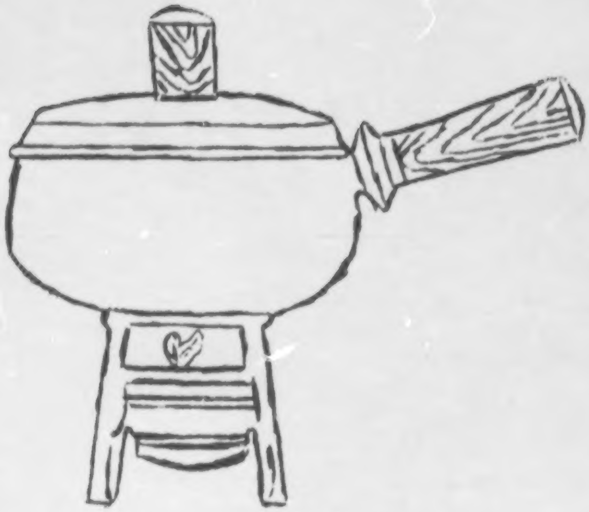
An electric cookie gun is a piece of equipment which when filled with cookie dough will press out cookies rapidly and accurately. It has a variety of tips for various designs. It is quicker, neater, and easier to use than the regular methods of shaping cookies. Even though it is designed to shape cookies, it is often used for making cheese straws; to stuff celery, cream puffs, cucumbers, and manicotte shells; and to garnish and decorate other food items.

To use the electric cookie gun, you should first pack dough or cream mixture into the cylinder and cover with the appropriate tip. Holding the tip close to the cookie sheet, turn the gun to on and rapidly shoot out the cookie dough.

In cleaning the gun, take completely apart and wash all parts except the electrical unit in warm, soapy water. Dry and store in case. Wipe the electrical unit clean.

Part II - Questions (Use a sheet of paper to write your answers.)

1. What is an electric cookie gun?	A piece of equipment which when filled with cookie dough will press out cookies rapidly and accurately. It has a variety of tips for various designs.
2. What are the advantages for using the electric cookie gun?	It is quicker, neater, and easier to use than shaping dough by hands or with a cookie cutter.
3. What can the cookie gun be used for besides cookies?	For cheese straws. To stuff celery, cream puffs, cucumbers, manicotte shells. To garnish and decorate.
4. How does a person use a cookie gun?	Pack dough or cream mixture into the cylinder and cover with the appropriate tip. Holding the tip close to the cookie sheet, turn the gun to on and rapidly shoot out the cookie dough.
5. How is a cookie gun cared for?	Take completely apart and clean all parts except the electrical unit in warm, soapy water. Dry and store in case. Wipe the electrical unit clean.
6. What is a basic cookie dough recipe that may be used in an electric cookie gun?	(Write your answer on a blank sheet of paper and save for later use.)
7. How would you divide this recipe?	(Write your answer on a blank sheet of paper and save for later use.)



ALL ABOUT CHAFING DISHES!

Objectives

The learner will:

1. define the term chafing dish.
2. identify different kinds of chafing dishes.
3. explain how to use a chafing dish.
4. list two principles of cooking in a chafing dish.
5. explain how to clean and care for a chafing dish.
6. use a chafing dish to prepare an item.

Part I

All About Chafing Dishes

A chafing dish is used to cook or keep foods warm at the table. The dish has its own source of heat which can be electricity, candlelight, alcohol lamp, or solid fuel burner. It keeps the food continuously warm and acts as its own serving dish. Any creamed meat, vegetable, or fruit, any cheese dish, all the Fondue recipes, and most top-of-the-stove casseroles can be cooked in a chafing dish.

To use, place the ingredients to be cooked into the dish and light the cooking unit. Some items will need to be precooked before putting into the chafing dish.

Wash the unit that holds the food in warm, sudsy water. Wipe the cooking unit clean and store.

Part II - Questions (Use a sheet of paper to write your answers.)

1. What is a chafing dish?	A dish used to cook or keep food warm at the table. The dish has its own source of heat which can be electricity, candlelight, alcohol lamp, or solid fuel burner.
2. What are the advantages of using a chafing dish?	It keeps the food continuously warm and acts as its own serving dish.
3. What can be made in the chafing dish?	Any creamed meat, vegetable, or fruit. Any cheese dish. All the Fondue dishes. Most top-of-the stove casseroles.
4. How is the chafing dish used in cooking?	Place the ingredients to be cooked into the dish and light the cooking unit. Some foods must be precooked before placing in dish.
5. How is the chafing dish cared for?	Wash the unit that holds the food in warm, sudsy water. Wipe the cooking unit clean and store.
6. What is a good chafing dish recipe? (Use cookbook)	(Write your answer on blank sheet of paper and save for later use.)
7. How would you divide this recipe into half?	(Write your answer on blank sheet of paper and save for later use.)

MERINGUE CHECK SHEET

Directions: Evaluate meringues made by the following check sheet. Compare the product with the questions below and place a check under the appropriate "no" or "yes" column.

	No	Yes
1. High and fluffy in appearance		
2. No weeping apparent		
3. Minimum shrinking		
4. Moist texture		
5. Absence of "egg" taste		
6. Light or golden brown		

GENERAL EVALUATION FOR DESSERTS AND COOKIES

I. Name the food item to be prepared.

II. List the desirable characteristics of the finished product.

III. Compare the finished product with the desirable characteristics.

IV. If the product was less than perfect, list possible reasons. How could these errors be corrected in the future.

Appendix A
Strategy 3.17.3
Level II

CHECK SHEET FOR FLAKY PASTRIES

Directions: Place a "no" or "yes" beside each description listed below. For all "no" answers, write the probably cause beside it.

Pastry Description	"No" or "Yes"	Probable Cause
Flaky		
Crisp		
Tender		
Rough, blistery surface		
Golden color; edge a golden brown		
Very little shrinkage		

CREATIVE DECORATION SCORE SHEET

Directions: Rate the decoration developed by checking in the appropriate column. Total the score and use legend to see how well the group has done on their design.

	1	2	3
1. Attractive			
2. Art principles followed	▨	▨	▨
a. Symmetrical, asymmetrical, or radial design used according to nature of theme			
b. Emphasis appropriately applied			
c. Proper rhythm used			
d. Proportion appropriate			
3. Color or color combination is pleasing			
4. Originality and/or uniqueness apparent			
5. Suitable for theme			

Total ________

Legend: 24 - 20 Very good
19 - 15 Good
14 - 10 Fair
9 - 0 You need a little more practice.
Why not do your design over.

Appendix A
Strategy 3.21.3
Level II

GOURMET MEAL CHECK SHEET

Directions: Place a check under "no" or "yes" according to how well the meal corresponds to the descriptions listed on the left.

Descriptions	No	Yes
1. Well-prepared.		
2. Seasoned to meet standard taste.		
3. Available in amounts that please and satisfy.		
4. Attractively garnished and decorated.		
5. Presented in dishes or platters that add to overall attractiveness without detracting in any way.		
6. Served with foods that are complementary in flavor, color, and texture.		
7. Distinguished flavor present.		
8. Imagination, or originality shown.		
9. Elaborate service used to present food.		

Appendix A
4.2.3, 6.2.5
Level II

PRESENTATION SCORE CARD

Directions: Rate the presentation on each item by placing the score given in the blank

Name of Demonstrators ______________________________

____

	Points Possible	Score
A. Presentation		
1. Easily heard	5	____
2. Organization of material	10	____
3. Smooth, flowing motions	5	____
4. Neat, pleasing appearance	5	____
5. Directions clear	10	____
6. Audience interested	5	____
7. Equipment assembled before beginning (if applicable)	5	____
8. Clean-up organized and completed (if applicable)	10	____
B. Content		
1. Introduction	10	____
2. Subject mastered	15	____
3. Accurate material	10	____
4. Summary	10	____
Total Score	100	____

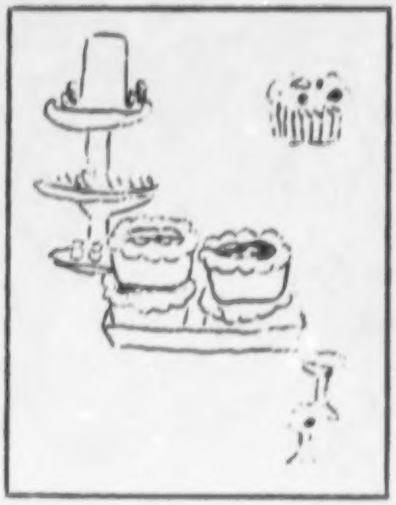
C. Comments:

PLANNING ADVERTISEMENTS FOR A CATERING BUSINESS

Directions: Identify each of the numbered parts of the ad below. Develop an ad for your own catering business. Be sure to include the service you offer and your very own logo.

GETTING READY FOR A PARTY IS AS EASY AS A PHONE CALL.

(1)



(2)

We prepare the food and let you take it from there, or we will serve and clean up too. All you do is have a ball.

(3)

Bartenders, Waiters/Waitress, Buffet Attendants available. (4)

356-0013
All American City (5)
111 High Street

The
Chef d'oeuvre
(6)

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

CATERING CONTRACT

Name of Client ______________________ Phone ______________

Address ______________________ Date ______________

____

Event to be catered ______________________________

Date of Event ______________ Place ______________________

Cost of Establishment (if any) ______________________

Services engaged ______________________________

____

Menu:

____

Decorations ______________________________

Flowers ______________________________

Centerpieces ______________________________

Meal Service Type ______________________________

Type of Serving Utensils ______________________________

Entertainment ______________________________

____

Minimum guaranteed number ____________________ Maximum number __________________

Cost per person ________________ Approximate total cost ______________________

Advanced payment _______________

Amount due at end of services ____________________

Additional Comments:

Signature of Client ____

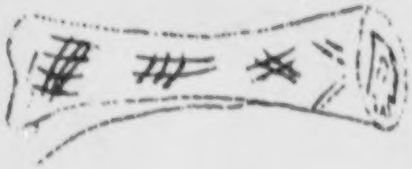
Signature of Caterer _______________________________________

Date _______________________________________

HOW CREATIVE AM I?

Directions: For drawing one, write a brief description of what you think is illustrated. In drawing two, start with the dot and develop a picture. Write a short description describing your drawing. Also tell what you felt as you drew this picture.

I.



II.

REPERCUSSIONS ON THE THEME

Directions: You have been considering the selection of themes in a general manner; however, there are many things which must be considered before a caterer should suggest a theme to a client. React to the following problems by answering the questions. Use your own paper and remember to identify each problem and response by number.

Problem I

Sue Wheeler is planning a slumber party for five of her friends. Her family members include her mother, father, and ten-year old brother. The girls will sleep in sleeping bags in the recreation room. It will be necessary for the guests and family members to share the one bathroom.

Mr. and Mrs. Wheeler will have to work half a day; however, a 9:30 brunch for the family and guests will be served on the following morning.

A $50.00 budget has been set aside by the Wheelers for the entire slumber party.

Problem II

The national HERO convention is being held in your city. One of the planned functions is a formal tea at the Governor's mansion. The Governor and spouse and state officers will be in the receiving line.

There will be approximately 150 persons in attendance. Your organization has been asked to caterer the function.

Problem III

Patty and John Davis plan to entertain at a buffet party for four other couples. They have decided to send out written invitations which John wants to design around the theme.

The guests will be seated at small card tables. The couple will handle the service of the food themselves. Patty says the budget for the dinner is open.

Questions

A. What are the things which must be considered?

B. What information is irrelevant to the caterer?

C. What additional information, if any, is needed by the caterer?

D. What would you suggest as a theme for the function?

E. What were your decisions based on? (Note any additional information that you got from the client in order to make your decision.)

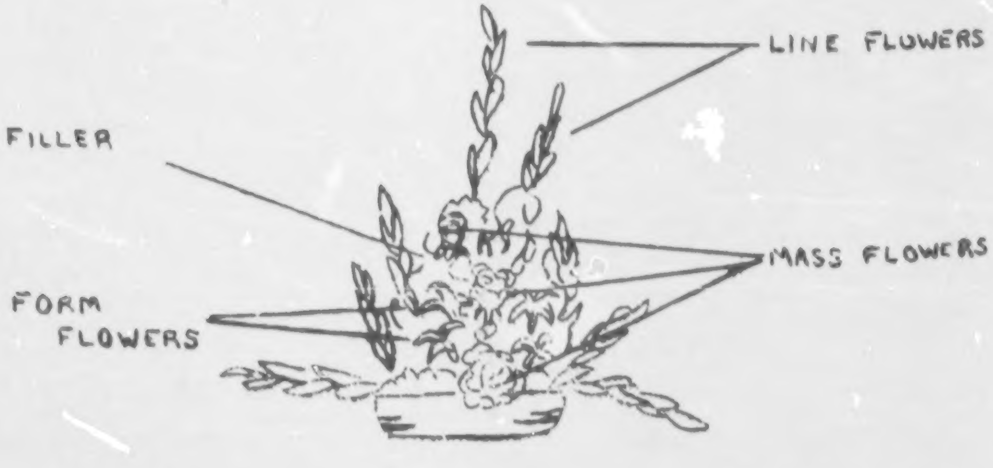
BASIC FLORAL MATERIALS AND ARRANGEMENT

Directions: Use the following to assist you in designing different floral arrangements. Floral arrangement is governed by four factors: (1) placement, (2) the container, (3) size and shape of table, and (4) kinds, size, and shape of flowers, foilage, etc. to be used.

There are six basic shapes for flower arrangements. "S" curve, side triangle, crescent, horizontal, triangle, and oval.

Most arrangements are achieved by using line, focal (mass and form), and filler flowers. The general rule for using these different shapes are:

1. Place line materials first in an arrangement. Line flowers have florets growing along the stem to create a line. An example is a gladiola.
2. Add mass material after you have added the line materials. Mass flowers have florets growing at the end of the stem. This gives bulk to the arrangement. Examples are roses and geranium.
3. Add form flowers after you add mass material. Form flowers have distinctive form. Examples are orchid, poinsettia, dutch iris or distinctive leaves.
4. Add filler material last. Filler material is used to give solidity or to fill in. Examples are baby's breath and queen anne's lace.

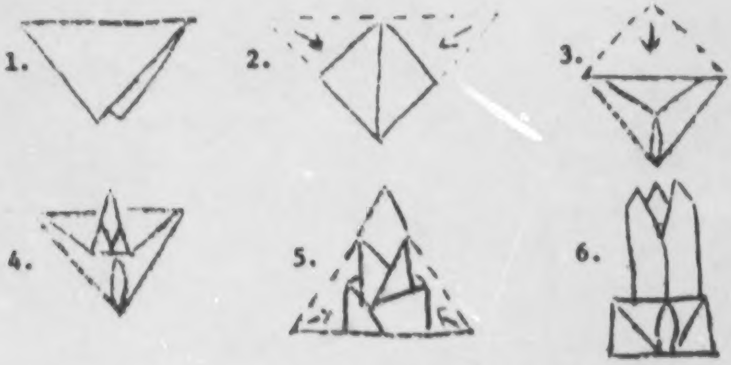


Appendix A
Strategy 5.3.10
Level II

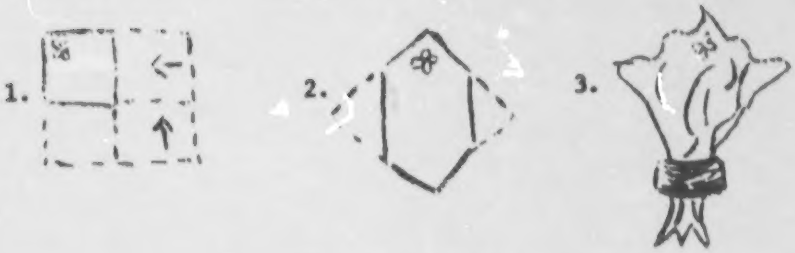
NAPKIN PLEASERS

Directions: Use the following ideas to practice folding napkins in various ways. Then create another unique way to fold pleasing napkins.

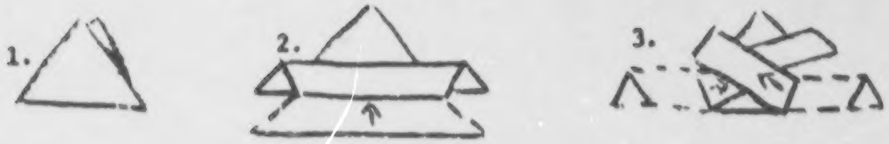
Standard Formal



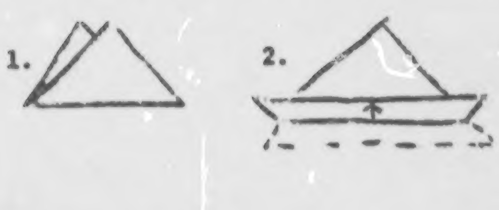
Napkin Ring Fold



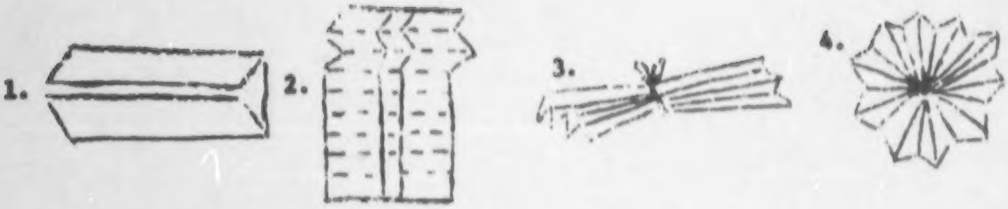
Fancy Tie



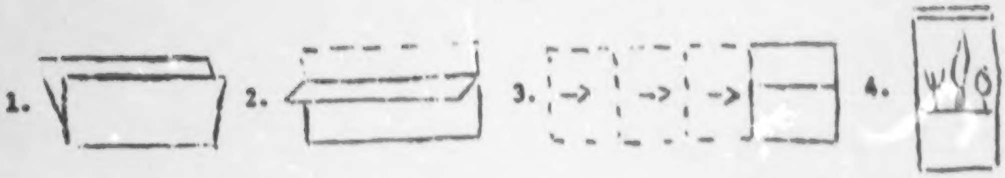
Twist



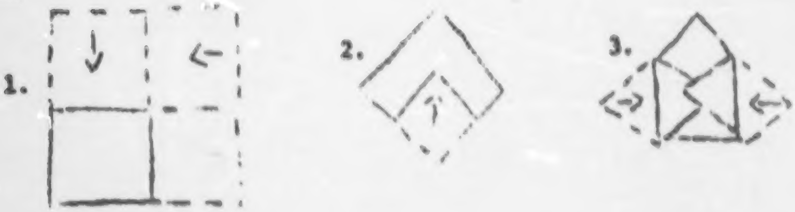
Fancy Star



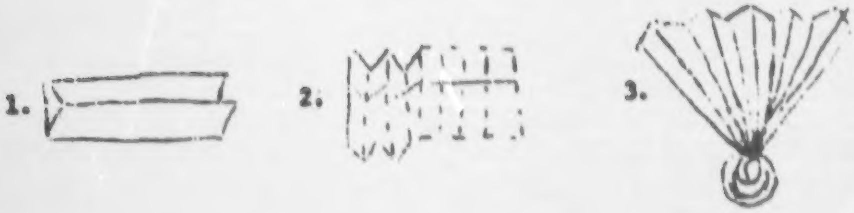
Pocket Server



The Buttercup



Accordian



CREATIVE TABLE SETTING

Directions: Use the following outline to plan a table setting. The table setting will be evaluated using the score sheet below.

1. Name your setting and explain theme.
2. Plan a menu that would be appropriate for the setting.
3. Name, draw or show pictures of flatware, china, and crystal.
4. Describe or draw shape of table.
5. Identify color scheme.
6. Describe table covering and include pictures or samples.
7. Describe, draw, or show pictures of centerpiece and any other accessories.
8. Draw complete setting.

	1	5	10
1. Uniqueness of name and theme			
2. Creativity, originality and/or authenticity			
3. Coordination of linen, china, etc.			
4. Proper table setting procedures			
5. Compatibility of menu, theme, etc.			
6. Color combination			
7. Attractiveness of centerpiece and accessories			
8. Completeness of project			
9. Neatness of presentation			
10. Overall attractiveness			

Total ______

Legend:		
	100 - 85	Excellent
	84 - 70	Good
	69 - 45	Fair
	44 - -	Poor

DESSERT TRIMS AND DESIGN IDEAS

Directions: You are a caterer and would like to develop versatile new desserts that would be suitable and appealing for parties for school age youths. Make a dessert decorating chart with different type desserts on one side and different kinds of decorations and approximate age groups along the top. An example has been included to get you started.

Types of Desserts	Kinds of Decorations		
1. Frosted layer cake	gumdrop cut-outs (preschool age group)	real flowers such as roses (teenage girl)	paper and candy carousel (elementary school)
2.			
3.			
4.			
5.			
6.			

Adapted from:
Gade, D. Teaching packet for new dimensions in creativity. Washington, D. C.
Home Economics Education Association, 1974.

Appendix A
Strategy 5.7.3
Level II

LET YOUR IMAGINATION GO

Directions: The caterer can be compared to a stage manager. For a short time, the client may want to place the guests in an "Alice in Wonderland" scene, at a fox hunt, or at a Renaissance ball. The client may call on the caterer to assist in creating an event that capitalizes on imagination, fun, elegance, or lavishness. The caterer that is able to provide this type of atmosphere will surely earn the continued patronage of both clients and guests. However, the caterer must be careful not to gain the reputation of being "way out" or gimmicky. The successful caterer always aims for good taste.

For this activity, let your imagination run free as you try to create the most lavish, elegant, whimsical, or unique idea for the decoration for a catered event. You are to identify: (a) the occasion, (b) any special requests made by the client, (c) the mood of the event, (d) the focal point of theme of the event, and (e) other ideas used to carry out the theme.

Just to get you started! For a young couple that desire a fun wedding, you might plan to have the ceremony on the beach; or, for a young child, a pretend trip to Disney World might be appropriate as the decoration theme.

Directions: Use the following outline to develop the plans for a catered affair. The project will be evaluated using the score sheet below.

1.	Kind of affair specified	10
2.	Clients described	5
3.	Theme selected	10
4.	Number of guests given	10
5.	Setting for affair described	5
6.	Drawing of floor plan included	10
7.	Type of service identified	10
8.	Sketch of decorations included	10
9.	Sample of printed item included	10
10.	Type of music identified, if used	5
11.	Specific equipment identified	10
12.	Other	5
	Total	100 points

EFFECTIVE INTERVIEWING

1. Start the interview on a general topic and place the person at ease. Be pleasant.

2. State your position and responsibility for conducting the interview. Create an atmosphere of a desire to help.

3. Ask your questions clearly and concisely.

4. Allow time for the person to collect thoughts.

5. Wait for a response--do not rush; allow interviewee to set the pace.

    a. Listen attentively.

    b. Do not interrupt the person.

    c. Do not attempt to write responses. Listen carefully and make your notes later in private. In some instances people respond well to note taking. But if the person becomes stilted, don't take notes.

    d. Keep the interview on track by restating the question.

    e. Avoid asking "yes" or "no" questions. Include such words as "who," "why," or "when" in an effort to solicit a detailed response. Also avoid asking leading questions.

    f. Ask follow-up questions on comments made by the interviewee that you feel need further explanation.

    g. Do very little talking yourself. Learn about the person.

6. Complete one question before asking another.

7. Conclude interview when information is obtained or the conversation ceases to be meaningful.

Appendix A
Strategy 6.4.1
Level II

WORK SCHEDULE

Date ______________________________

Menu

Menu Items	Worker Preparing Items	Recipe Codes	Number of Guests	Size of Portion

Date Due ______________________________

Additional work assignments listed by worker's name:

Appendix A
Strategy 6.4.2
Level II

WORK SHEETS

Daily Time Report

Name of Establishment ____

List of Employees	Checked In	Checked Out	Hours Worked	Rate/Hour	Over-time Pay	Total Pay
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Signature of Manager______________________________ Date ______________________

Weekly Work Schedule

Date begun____________________

Date ended____________________ Manager ____________________________________

List of Employees	Mon.		Tues.		Wed.		Thurs.		Fri.		Sat.		Sun.	
	Hrs	Pay	Hrs	Pay	Hrs	Pay	Hrs	Pay	Hrs	Pay	Hrs	Pay	Hrs	Pay
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														
Totals														

EMERGENCIES: CASE STUDIES

Directions: For each of the emergency situations, propose a possible solution that might be used in a catering establishment.

1. After ordering the food from a wholesaler, the truck comes in without the entree item needed for the next day.

2. While preparing the vegetables, the worker discoveres the range is out of order and it normally takes two days to get a repairman to fix it.

3. On the way to the catered event, a car collides with the truck and breaks fifty dinner plates.

4. During a catered event, the power goes off for as long as four hours and the guests have come a long way to attend the special event.

THE COST OF SUNSHINE CATERING SERVICE

Directions: The Sunshine Catering Service has been contracted to serve 100 guests at $10.00 per person. Compute the net profit according to the "Factors in determining charges" in the text, Successful Catering. After you have computed the cost, determine if the net profit will be enough to make the job profitable to the caterer.

Figure Cost Below

A CATERED EVENT PROJECT

Directions: The objective of the assignment is for you to plan a catered event based on a clients request for various services.

Problem Selected or Assigned ______________________________

Date Due ____________________

Problem 1

The 1966 class of Central High School is planning to celebrate its reunion. The planning committee has received word that 50 lively, fun-loving alumni and their spouses will be returning for the event.

The planning committee has arranged to use the school combination lunchroom auditorium for the event. The committee has made the following requests:

1. The caterer be in charge of all food, beverages, and entertainment (other than a short program).
2. The food served should be very light.
3. A head table for faculty, class officers, and the planning committee be provided.
4. A live band be provided, and the school song be played.
5. The decorations should carry out the school colors (purple and gold).

Problem 2

The Smith's only daughter is being married two months from today. Mr. Smith is a prominent banker and Mrs. Smith owns a very successful real estate firm. They want a very elegant wedding reception. They have specified that they want something unique, but it will definitely have to be refined. Cost is no problem; and they do not have time to become very involved in the planning. You have catered functions for them before and they trust you implicitly. You are to take care of all details and submit the final plans to them one month before the wedding for approval. The daughter is presently away at college but will be home for a few days in two weeks.

This assignment is open and will be evaluated on detail, originality, and uniqueness of the plan presented.

The solution:

The solution that you propose should include:

- Menu
- Decoration theme
- Cost, including tips
- Schedule
- Labor needs
- Transportation plan

QUESTIONS TO ASK BEFORE STARTING A BUSINESS

Directions: For each of the headings below try to list all the questions which you think you would need to know before starting a catering business.

1. Potential customers

2. Facilities

3. Equipment

4. Expenses which must be prepaid

5. Possible hidden expenses

6. Capital needs

7. Employees

8. Potential income

9. Supply sources

CASE STUDIES OF BANKRUPTCY

Directions: For each of the cases, decide what were the major mistakes made by the owner.

First Case Study

Roger's Caterers came into being Valentine's Day, 1975. Business boomed! Roger offered a variety of menus at a very reasonable price. Everything seemed to be going so good that Roger was thoroughly shocked every month when he sat down and figured out his profits and found out he was operating in the red. Little did Roger know that most of his profit was being consumed by the food the employees were eating. Roger's debts piled up to the point of no return. Valentine's Day of 1976 marked the massacre of Roger's dream--bankruptcy.

Second Case Study

"Bankruptcy" James screamed, "you've gotta be kidding! I can't believe this is really happening to me! Not me, why I know all there is to know about operating a food service business. I've worked in some kind of restaurant all my life. As for money matters, I very faithfully sat down once a quarter and added up all the expenses and all the money in the cash drawer and matched for a check and balance system. My cashier cleared the drawer once a week and placed the money in a community drawer in my office for safe keeping. This drawer was used during the quarter to resupply necessary cash when needed. Only the cashiers had a key so I know the money was safe. I just don't know what to do. How will I ever get out from under this cloud? Oh, where did I go wrong?"

FINAL CATERED AFFAIR EVALUATION OUTLINE

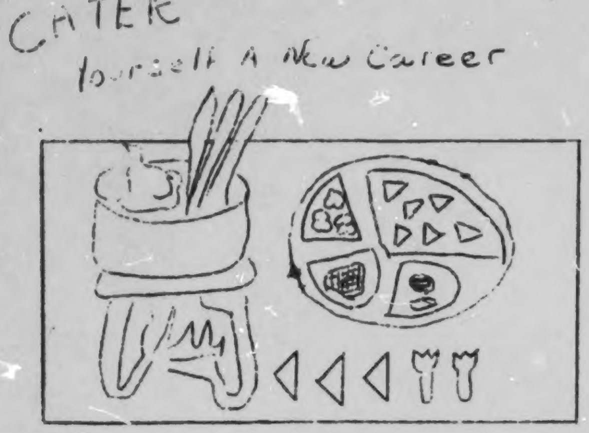
Directions: Using the outline develop a rating scale to evaluate the performance, the products prepared, and the catered event for your final laboratory experiences. Under each topic you may want to list specific items to consider.

1. Planning
2. Publicity
3. Booking the Event
4. Work Schedule and Management
5. Market Order
6. Preparation
7. Safety and Sanitation Techniques
8. Product Prepared (use appropriate score sheets from Level I of the module when appropriate)
9. Arrangements of Facilities
10. Decorations/Entertainment
11. Tablesetting and Arrangement of Foods
12. Service of Food
13. Cleanup
14. Follow-up of Event
15. Group's Working Relationship
16. Others

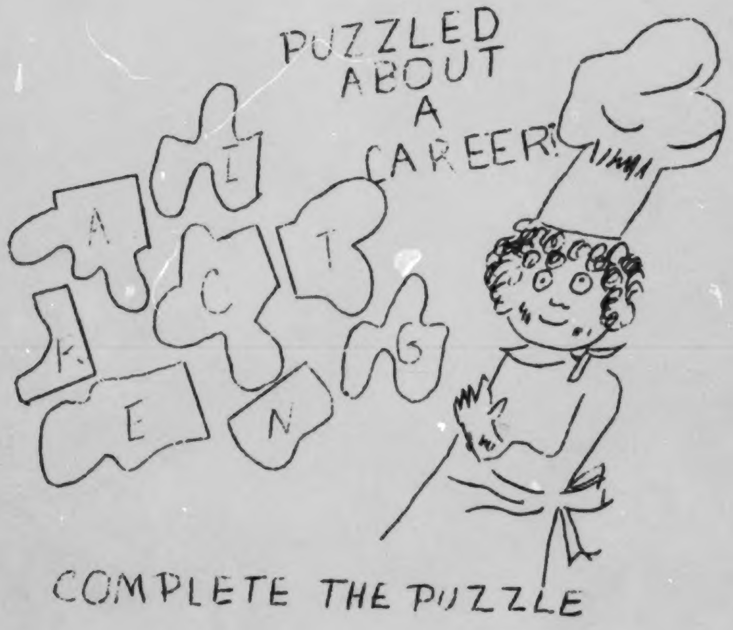
Appendix B
Strategy 1.1.1
Level I

BULLETIN BOARD IDEAS

Directions: Use illustrated suggestions to develop introductory bulletin boards.


CATER
Yourself A New Career

Use real articles or pictures to create a fancy table. Use art paper for letters. The word "cater" should be larger and have more emphasis than other words.


PUZZLED ABOUT A CAREER?
A
I
C
T
R
E
N
G
COMPLETE THE PUZZLE

Use large drawing for the figure. Make the puzzle pieces out of heavy cardboard adding backing for use on flannel board. Each puzzle piece should have one letter of the word "catering" on it. Letters should be of contrasting color to that of the puzzle pieces. Outline the right side of the figure in black marker to add dimension.

PARTICIPATION DEMONSTRATION

Directions: Use demonstration to emphasize the need for class involvement by all learners.

Materials needed:

1 Aspirin

1 Alka Seltzer

1 Heaping Tablespoon Bromo Seltzer

3 Glasses (clear)

Container of Water

1 Tablespoon

1 Tray

Script:

What you as a learner put into this class will determine to a great extent what you will get out of the class. Let's use the aspirin, Alka Seltzer, and Bromo Seltzer to illustrate the different kinds of learners that may be taking this class.

Some of you will be like the aspirin. You will put little into the class and you will get little out of the class, just like the reaction gotten when an aspirin is placed in water.

(Pour water into one of the glasses, drop aspirin in, and stir.)

Others of you will react more like the Alka Seltzer. You will get involved just enough to get a good grade. You will get just a little more reaction, as when the Alka Seltzer is placed in water.

(Pour water into one of the glasses, put Alka Seltzer in, and stir.)

However, I hope that most of you will react like the Bromo Seltzer. You will become really involved. You will give your all. You should get a terrific reaction.

(Place one heaping tablespoon Bromo Seltzer in empty glass and add water slowly while stirring. NOTE: water must be added to Bromo Seltzer to get proper reaction.)

PUZZLE CUT-UP GROUPING

Directions: To make puzzles, find pictures related to different types of catering establishments. Attach pictures to backing and cut into jig-saw-shaped puzzle pieces. Scramble pieces and allow learners to select pieces and form groups to complete puzzle. One puzzle is needed for each group.

After learners have completed puzzle and formed groups, allow each group to discuss the functions which are commonly performed in the catering establishment pictured on their puzzle.

Have learners summarize in large group session.

TERMS ASSOCIATED WITH FOOD CATERING SERVICES

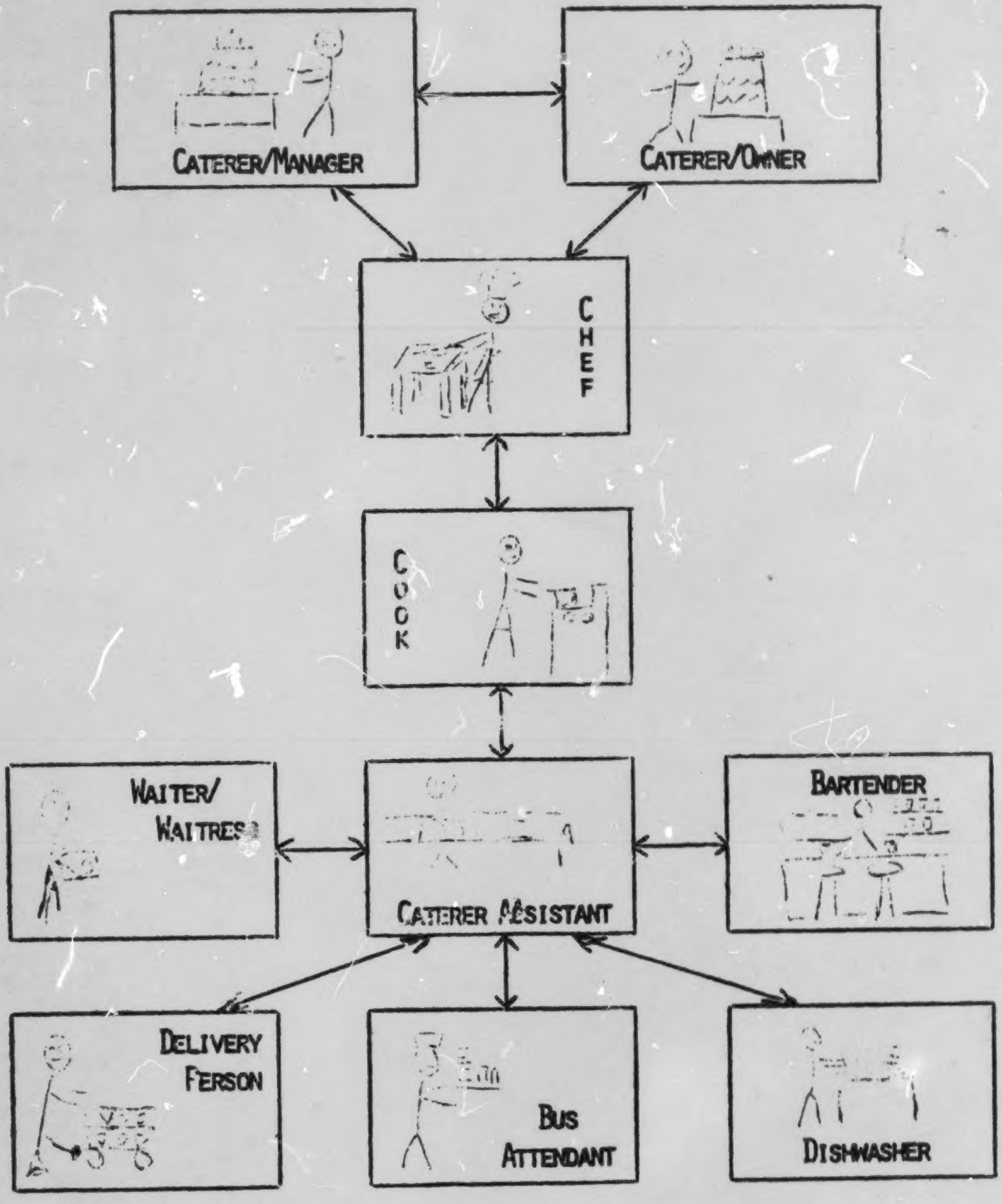
TEACHER KEY

Directions: Use the responses below to determine the correct answer to the crossword puzzle.

1. off-premise
2. accommodator
3. menu
4. wedding
5. mobile
6. publicity
7. social
8. anniversary
9. specialty
10. on-premise
11. party
12. buffet
13. career

Appendix B
Strategy 2.3.3
Level I

CAREERS IN CATERING


CATERER/MANAGER
CATERER/OWNER
CHEF
COOK
WAITER/ WAITRESS
CATERER ASSISTANT
BARTENDER
DELIVERY PERSON
BUS ATTENDANT
DISHWASHER

Appendix B
Strategy 2.3.4
Level I

CATERING SQUARES

Directions:

Step 1. In preparation for playing the game have learners write true and false questions pertaining to job opportunities, trends, and tasks in catering. Questions should be submitted to the teacher for proofreading, revision, and verification.

Step 2. Design square by placing three chairs in three rows.

X X X
X X X
X X X

Step 3. Select nine learners to be guest caterers. Have each guest caterer sit in one of the nine chairs.

Step 4. Provide each guest caterer with a large square card which has a large "X" on one side and a large "O" on the reverse side.

Cards: X O

Step 5. Other learners are selected as contestants (two for each game). One learner is assigned the "O" symbol, the other learner the "X". The master/mistress of ceremonies is selected.

Step 6. The M.C. asks one contestant to pick a guest caterer who will answer a question pertaining to catering (learners sitting in the square).

Step 7. The guest caterer answers the question, and the contestant agrees or disagrees with that square (guest caterer).

Step 8. If the player answers correctly he/she gets an "X" or "O" whichever is his/her symbol. The guest caterer (who aided the player) holds card on lap to reveal symbol of player who gave the correct answer. If the player is incorrect he/she receives nothing. The game continues until a contestant gets three of his/her symbols in a row (either horizontal, vertical, or diagonal).

Appendix B
Strategy 3.1.3
Level I

A SHORT COURSE IN GOOD HUMAN RELATIONS

THE SIX MOST IMPORTANT WORDS	I ADMIT, I MADE A MISTAKE.
THE FIVE MOST IMPORTANT WORDS	I AM PROUD OF YOU.
THE FOUR MOST IMPORTANT WORDS	WHAT IS YOUR OPINION?
THE THREE MOST IMPORTANT WORDS	IF YOU PLEASE.
THE TWO MOST IMPORTANT WORDS	THANK YOU.
THE ONE MOST IMPORTANT WORD	WE
THE LEAST IMPORTANT WORD	I

THOUGHT

A CUSTOMER IS THE ONE PERSON WHO MAKES IT POSSIBLE TO MEET THE BILLS, PAY THE EMPLOYEES, AND MAINTAIN THE CATERING BUSINESS. WITHOUT THEM, THERE WOULD BE NO BUSINESS.

Appendix B
Strategy 3.1.4
Level I

GOOD WORK ATTITUDES

Directions: Using the following attitudes, construct cards with one attitude on each card. Give each learner an opportunity to guess an attitude by asking no more than twenty questions which may be answered with "yes" or "no" replies. The cards may be pinned on the learner's back who is guessing the attitude. The entire class responds to each question by answering either "yes" or "no". Repeat until all attitudes have been attempted.

Cooperative
Courteous
Loyal
Tactful
Self-disciplined
Respectful
Alert
Motivated
Responsible
Trustworthy
Dependable
Cheerful
Polite
Interested
Friendly
Sympathetic

Accept changes
Follow rules and regulations
Do your share of the work
Help others, if needed
Work regularly
Be on time
Show pride in work
Keep promises
Do not waste time
Control anger
Accept criticism
Follow directions

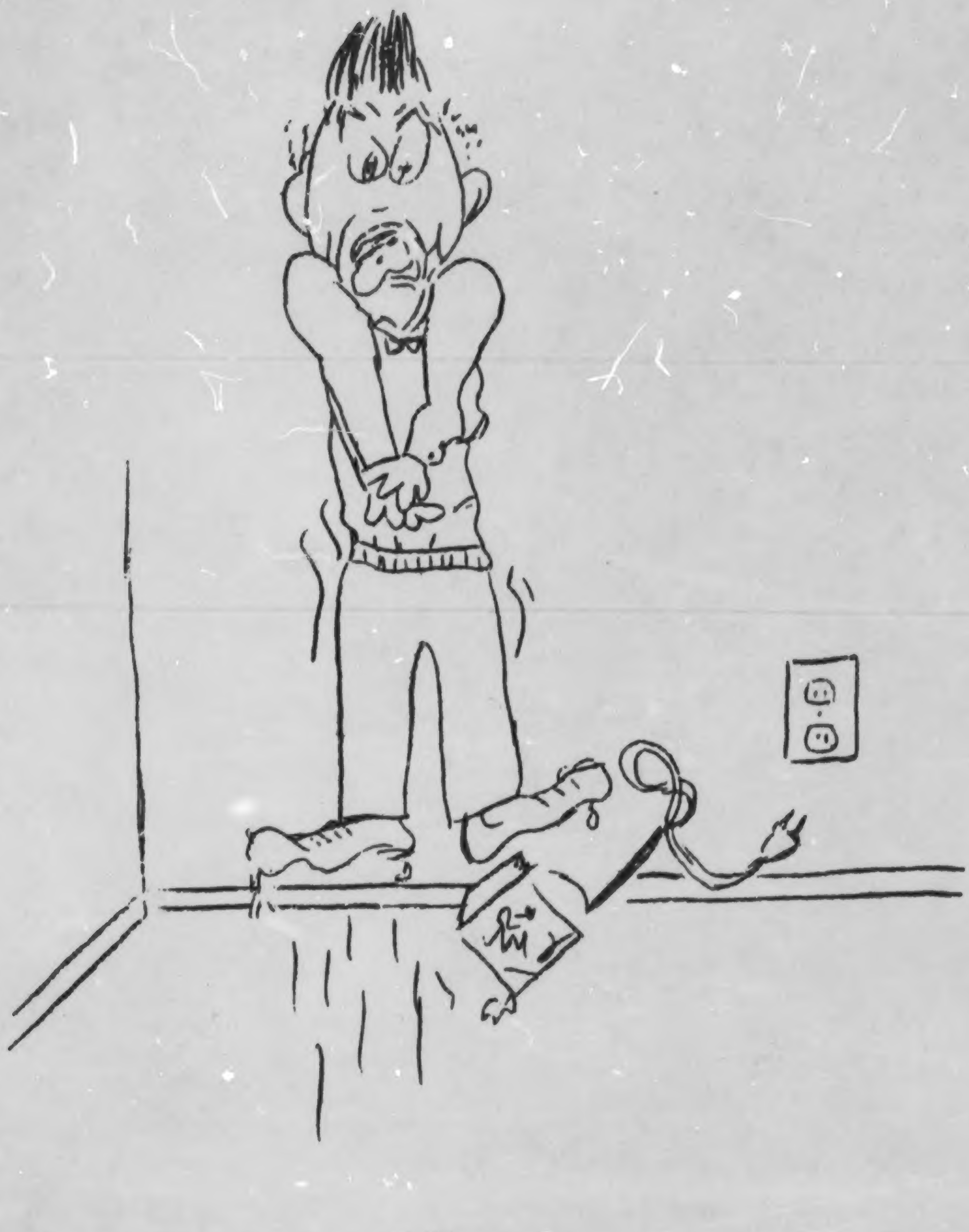
TIPS ON WORKING WITH OTHERS

TEACHER KEY

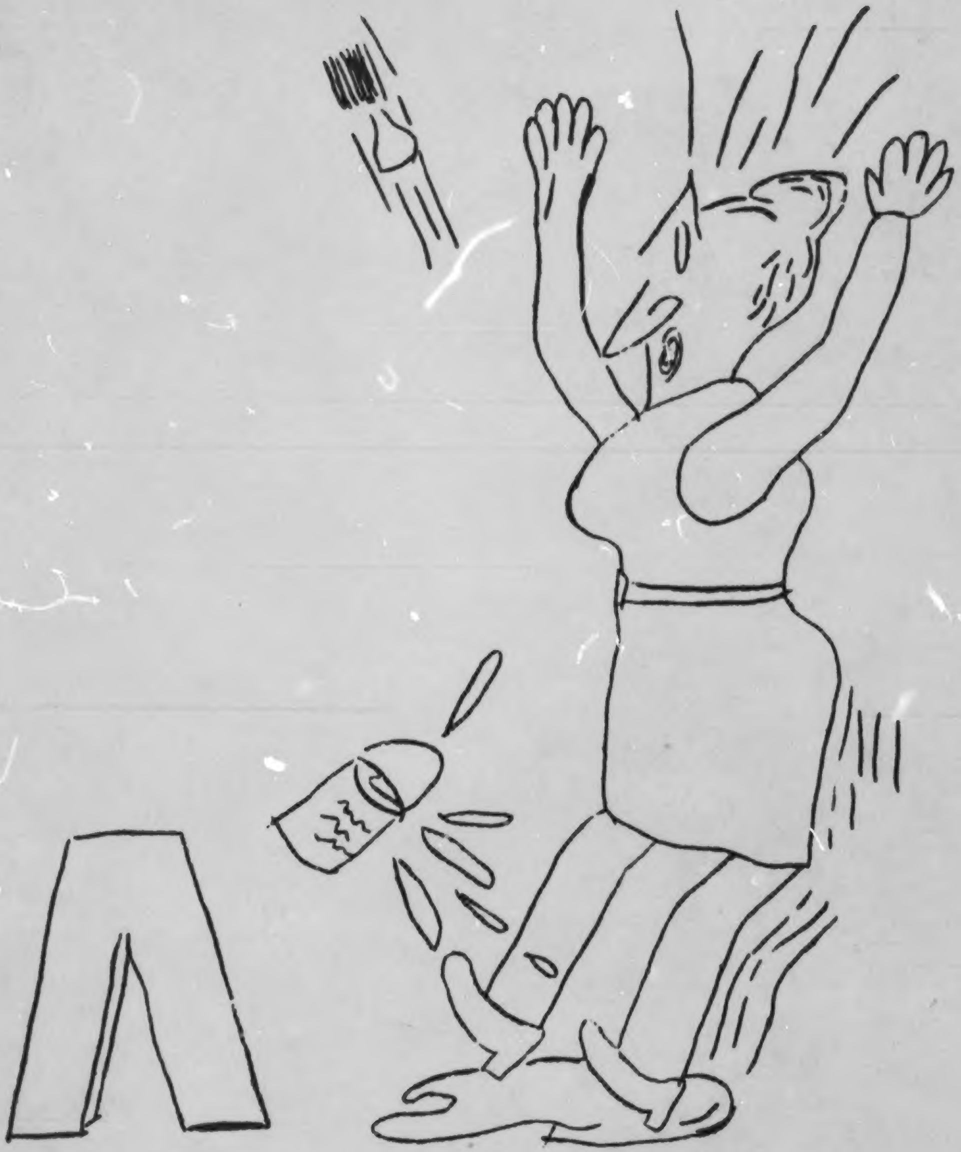
Directions: Use the responses below to determine the correct answers.

1. G - harmony
2. C - customer
3. B - blowing your top
4. K - new employee
5. D - dirty
6. K - polite
7. A - argument
8. I - idle gossip
9. H - himself
10. J - mistakes

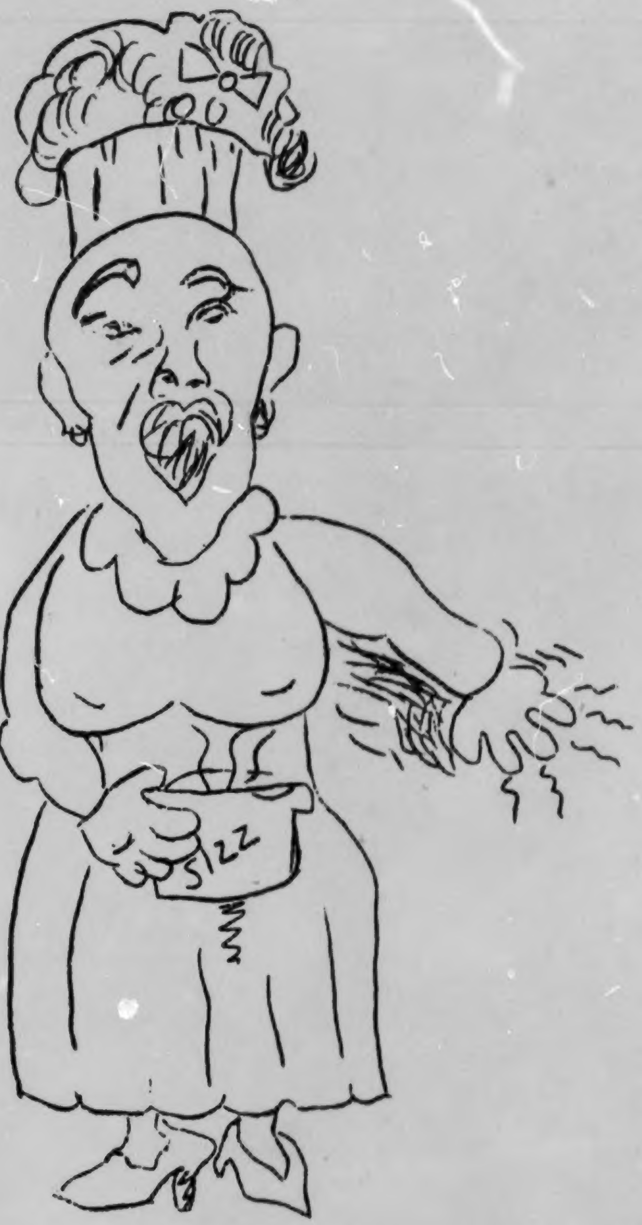
CARTOONS OF ACCIDENTS



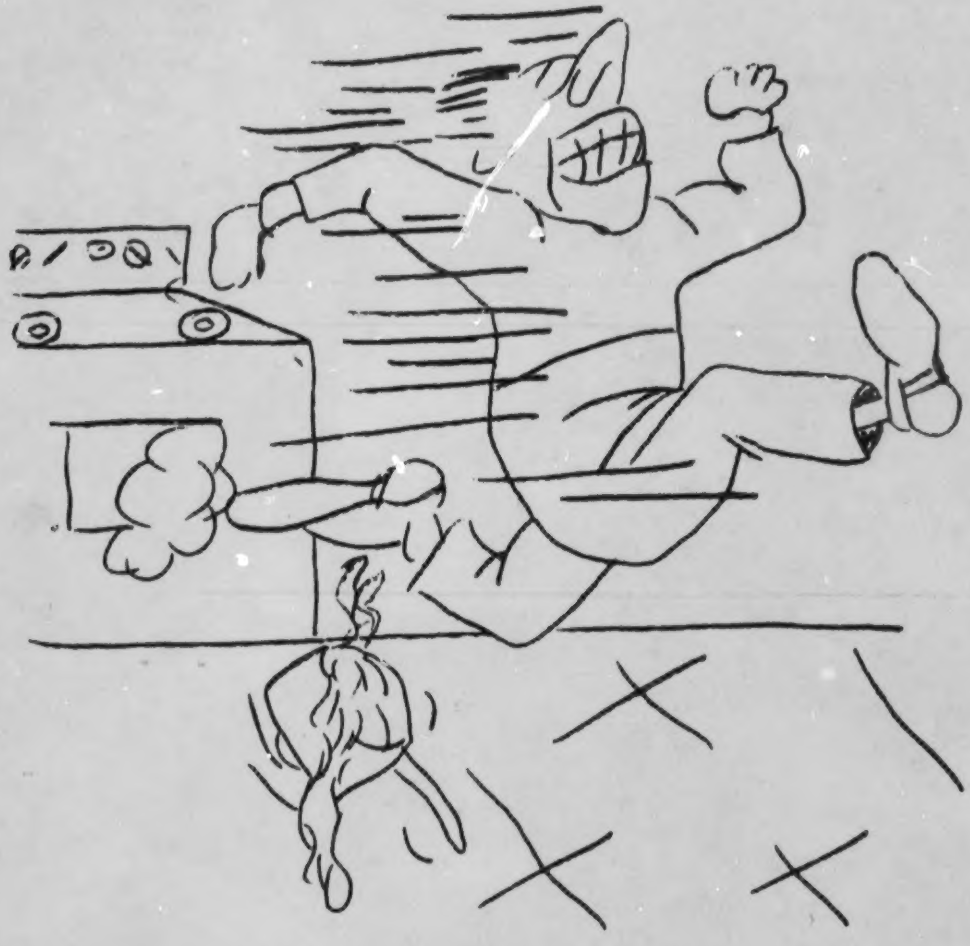
Appendix B
Strategy 4.1.8
Level I

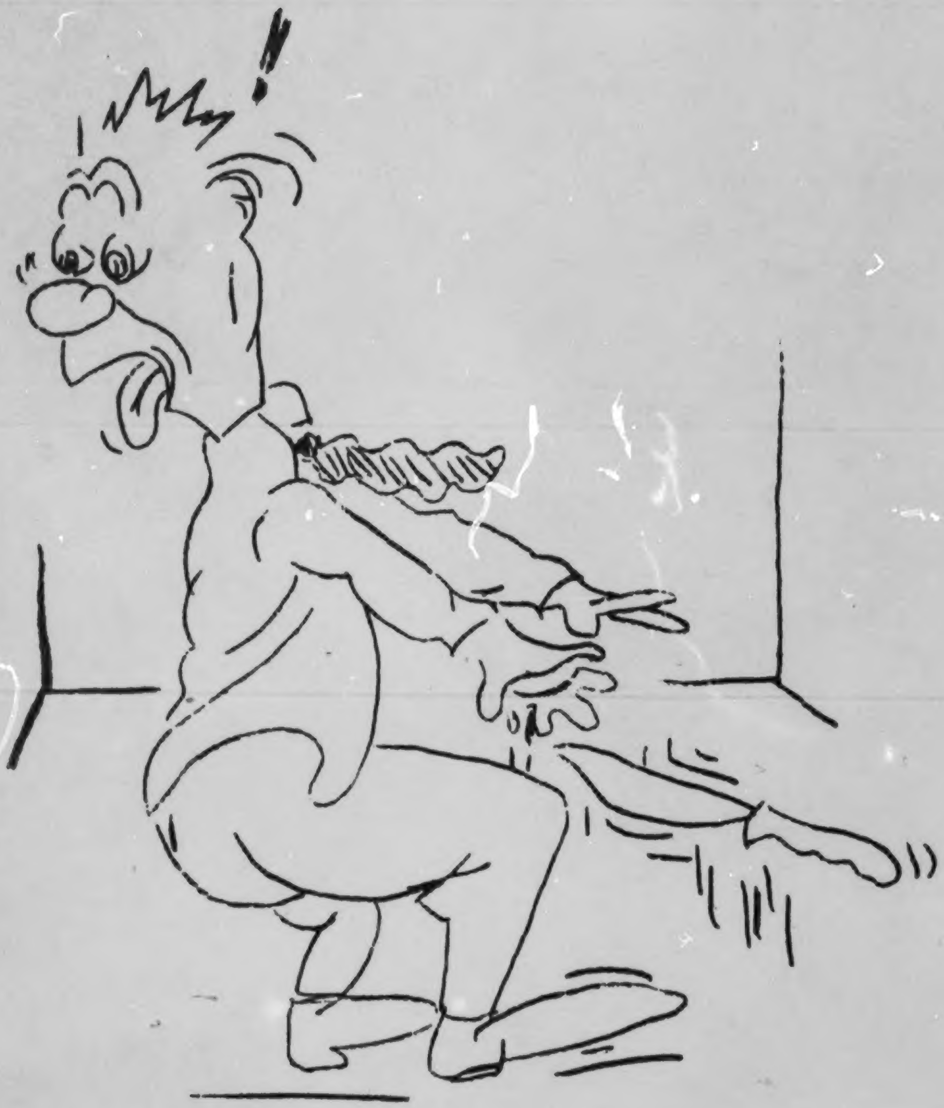


Appendix B
Strategy 4.1.8
Level I



Appendix B
Strategy 4.1.8
Level I





Appendix B
Strategy 4.4.4
Level I

SIMULATED ACCIDENTS

Directions: At least one worker in each food service establishment should be able to administer first aid in case of an accident. Simulated accidents should be used to give the learners an opportunity to practice first aid procedures. The seriousness which the learners apply to the experience will have a great deal to do with the realism associated with the victim's injuries. It is recommended that a variety of accidents be simulated. Several accident situations have been suggested, others may be added.

As a rule of thumb, allow an average of three minutes to make-up each victim. It is also suggested that the victims be coached to act according to the type of injury sustained. The types of casualties that may be considered are: different degrees of burns, fractures, lacerations, bruises, bleeding, dislocated bones, heart attack, hysteria, and shock.

Materials Needed:

Mock-up kit for major disaster victim make-up (available through National Defense Agency)

(or)

transparent scotch tape
cotton balls and applicators
sponge
paper tissues
petroleum jelly
glycerine solution and applicator (if possible)
ashes
catsup (thinned to the consistency of blood)
colored marking pens
colored make-up or colored chalk (brown, dark gray, yellow, or red may be used to simulate different skin tones)
extra wide masking tape
rubber cement or Stickum
scissors
alcohol
cloths for clean up
drawings of wounds (see below)

Instructions on Victim Make-Up:

There are three suggested ways to apply the make-up; the teacher should experiment to determine the method best suited to the particular situation. The make-up may be applied directly to the skin; the drawings included in this section may be colored and taped on the learner with the scotch tape; or the drawings may be transferred to the wide masking tape, colored, and applied to the learner's skin.

In consultation with Mr. Clair L. Hudspeth, Coordinator, Region Q, EMS, Mid-East Commission, Washington, North Carolina 27889

In some locations, the National Defense Agency may be available to assist with the make-up or to conduct a food service version of their disaster and rescue simulations.

Shock

A shock victim frequently appears to have an ashen or pallor and listless expression about the face. To obtain this effect:

1. Apply white or very light make-up to the entire face and neck area with a sponge.
2. Spray on glycerine. This will give the clammy, perspired appearance.
3. The victim may continually wet lips and ask for water from excessive thirst.

Abrasion

1. Dip sponge lightly in a small amount of catsup.
2. Apply to skin with a light brushing motion to give scraped appearance, or color drawing (1) lightly with red marker. (May be drawn directly on masking tape. Cut out around colored area.)

Bruise

1. Dab red on entire area with a sponge.
2. Apply blue to the outer perimeter of area with a sponge using a dabbing motion. Do not apply to more than 1/2 the distance from the edge.
3. Apply black very lightly on top of both the red and blue to the outer perimeter of the area with a sponge using a dabbing motion.
4. Blend these colors together until a realistic appearance of bruising is achieved. (This may be done on drawing (2) or directly on masking tape.

First Degree Burn

A first degree burn is similar to a sunburn.

1. Apply a thin layer of red coloring over the entire area.
2. Apply white or brown coloring lightly over the entire red area. Blend to achieve a pink or darken tone.
3. Dab blue coloring to the outer perimeter of the area very lightly with sponge.

Third Degree Burn

1. Dab black coloring sparingly with a sponge around the outer perimeter of the burn and extend 4-5 inches out in an uneven pattern. Blend into the skin.
2. Dab red coloring indiscriminately to the center of the wound.
3. Apply blue coloring over the red with a sponge.
4. Dab on yellow coloring for highlights. Apply to entire area in indiscriminate spots with sponge.
5. Apply petroleum jelly to the center portion of the wound in little globules.
6. Dip cotton tip applicator in catsup and smear into the jelly globs.
7. Spray glycerine to different areas of the wound.
8. Sprinkle dirt or ashes on wound or outer covering of clothes.
9. Instruct victim to moan quite a bit.

Lacerations

1. Use appropriate coloring on drawing (5) to simulate skin tone of victim or apply directly on skin.
2. Apply red coloring lightly and blend.
3. Use dark marker to outline break in skin.
4. Apply catsup to laceration allowing it to follow the natural flow pattern. Dab more catsup to outer area to enhance realism.

Fractures -- Compound

1. Dab skin coloring around the edge of drawing (6) or apply directly to skin. Blend.
2. Apply catsup to the inside edge of the wound and allow to follow natural flow pattern.
3. Using a sponge, dab inner area and outer area with blood indiscriminately to enhance realism.
4. Glue on piece of chicken bone or broken egg shell to the center of the wound.
5. Outline around break in skin with dark marker.

Fractures -- Simple

1. Apply red coloring and blend at the sight of the break.
2. Have victim display pained expression when limb is moved.

Heart Attack

1. Have victim grasp chest, and display shortness of breath.
2. Make-up to simulate paleness may be used.

Comatose

1. No change in appearance may be noticed; however, the victim will not be able to give information.

Head Injury

1. Apply catsup to ears, nose, or mouth and allow to follow the natural flow pattern.
2. Victim should appear dazed and may wander about, unable to speak.

Instructions for Conducting Simulations:

1. Have learners act as victims.
2. Read Accident Situations to learners and instruct them to follow all procedures that they would use in a similar situation. This may include call for doctor, administer first aid, etc.
3. Use Keyed Suggestions under Accident Situations to instruct learners in handling the situation correctly.
4. Have learners repeat using the correct procedure.

Accident Situations:

1. The caterer assistant was melting butter to sauté a large batch of mushrooms. The handle of the sauté pan was carelessly left facing the aisle. Another worker passes the range and knocks the pan to the floor. The hot fat splashes on the lower portion on the worker's legs and results in first and third degree burns. The worker has an ashen or pallor appearance and has a listless expression on the face.

(Keyed Suggestion)

Objective: Treat the patient for shock and burns.

a. For shock have the patient lie down and elevate head and chest if there is difficulty in breathing; if the patient has no difficulty in breathing and is able to elevate the lower part of the body, this should be done. Give water to drink if patient is conscious and not nauseated.

b. To relieve pain and prevent contamination, place a sterile, dry pressure dressing to the burn area; cut away any clothing around the burn area that is not adhering to the skin.

c. Call the rescue squad or ambulance service.

2. The caterer assistant was attempting to remove an item from a high shelf. Two wooden boxes were used to stand on; the boxes collasped and the worker fell to the floor. The worker came out into the kitchen looking dazed and acting disoriented. There is blood coming from the nose and ears.

(Keyed Suggestion)

The objectives here would be to:

a. keep the patient calm by having him/her lie down with head raised or sit down with head held back.

b. apply pressure to the nose by pinching the nostrils together (they may be packed slightly) for several minutes.

c. apply pressure to the pressure point below the ear to stop the bleeding.

d. Call the rescue squad or ambulance service.

3. The caterer assistant was assigned to mop the floor. The floor had just been wetted with the washing solution when the phone rang. The worker went to answer the phone without blocking the section off. A client comes in and slips on the floor. The left leg is broken and it looks really bad. There are portions of bones protruding from the wound. When asked, the client is unable to give name or doctor's numbers.

(Keyed Suggestion)

Objectives:

a. Get the patient comfortable, lying down.

b. Call the rescue squad or ambulance service.

c. Give the patient fluids for shock unless nauseated.

d. Apply a sterile dressing to the wound. Stop bleeding by applying direct pressure.

e. Do not allow patient to move leg by either placing it between pillows or splinting it.

4. Two caterer assistants were talking as they were chopping vegetables. One worker was not paying attention and cuts the finger badly. The blood is flowing from the wound.

(Keyed Suggestion)

Objective is to stop bleeding by:

a. applying direct pressure; the hand may be used until a sterile cloth can be obtained.

b. If bleeding does not stop, apply pressure to the pressure point in the underside of the upper arm half way between the elbow and arm pit.

c. After bleeding has stopped, apply a sterile bandage snugly.

5. The caterer has been very busy preparing for a large wedding reception. Preparation for the event was started early this morning and the caterer hasn't stopped all day. At around 5:00 p.m. the caterer expressed puzzlement at having indegestion from the light salad which was eaten around 3:00. Later, a caterer assistant sees the caterer rub the left arm. At about 6:00, the caterer grasps the chest and falls to the table.

(Keyed Suggestion)

The objective would be to get the patient to the hospital as quickly as possible. Either call the rescue squad or ambulance service or if not available rush the patient to the doctor's office or hospital if the patient is still breathing. If medical help is on the way, the patient should be laying down. If breathing has stopped, mouth-to-mouth resuscitation should be started immediately. If the heart is not beating, heart compression should be started along with the artificial resuscitation.

6. A sanitarian was standing near the door when a caterer assistant rushed in the restroom and hit the inspector on the right shoulder. The inspector is obviously in pain. The upper arm has abrasions and bruises. When the lower arm is moved the pain seems to be more severe.

(Keyed Suggestion)

Objectives:

a. Do not let the patient move; do not test for fracture by having the arm move.

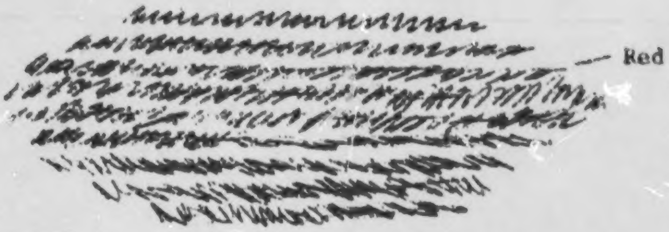
b. Treat for shock.

c. With the arm hanging straight down wrap to the body.

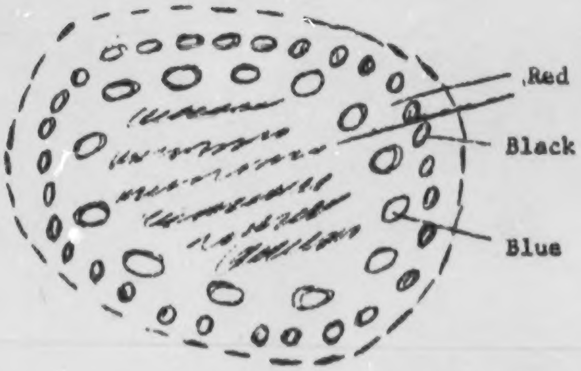
d. Get the patient to a doctor.

Drawing of Injuries:

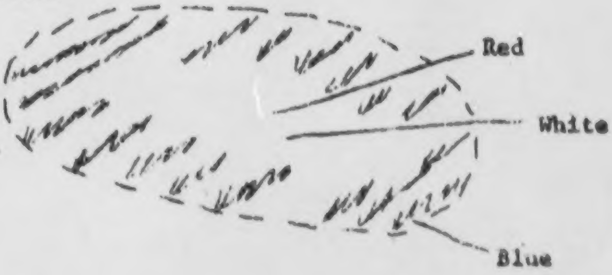
1. Abrasion



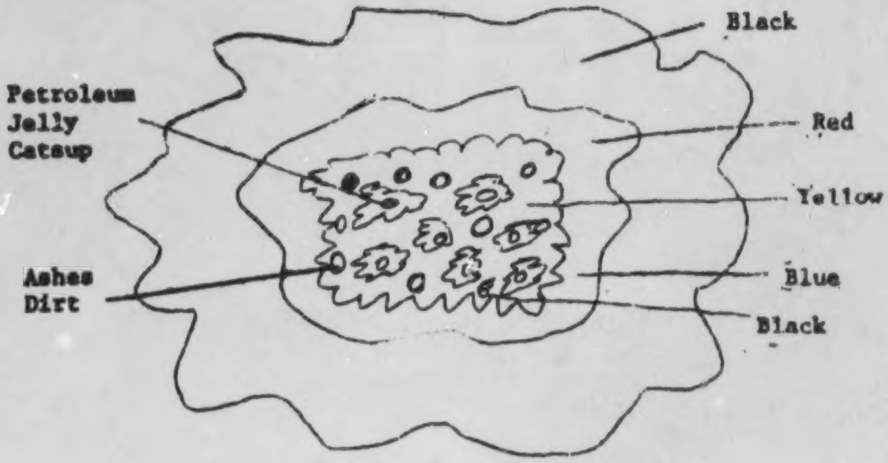
2. Bruise


Red
Black
Blue

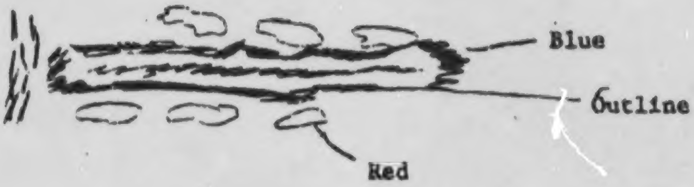
3. First Degree Burns


Red
White
Blue

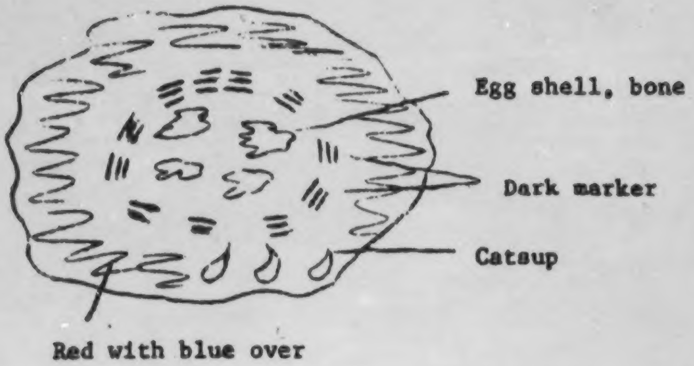
4. Third Degree Burn


Black
Petroleum
Jelly
Catsup
Red
Yellow
Ashes
Dirt
Blue
Black

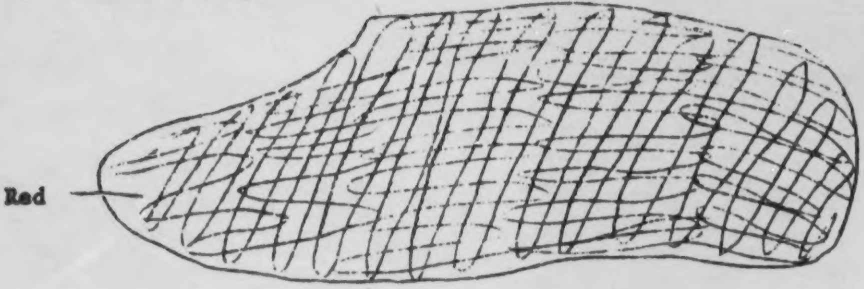
5. Laceration


Blue
Outline
Red

6. Fracture, compound


Egg shell, bone
Dark marker
Catsup
Red with blue over

7. Fracture, simple

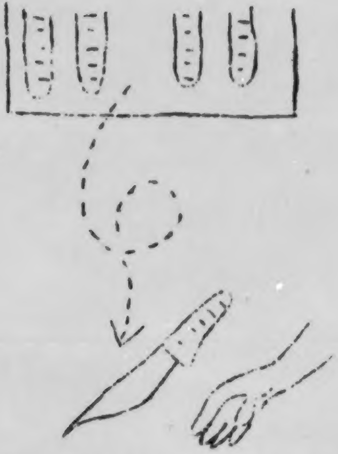


SAFE WAYS TO USE CUTLERY

Directions: Use the illustrations and statements to develop a flip chart. List only one statement per page with illustrations when appropriate.

1. Cut away from the body.
2. Dry a knife with the sharp edge away from you.
3. Always work with a cutting board.
4. Keep knives in a storage rack.
5. Don't try to catch a falling knife.
6. Don't place knives in a sink.
7. Keep knives sharp.
8. Match the knife with the appropriate job.
9. Always pick up a knife by the handle.
10. When using a knife, keep your mind on what you are doing.

5



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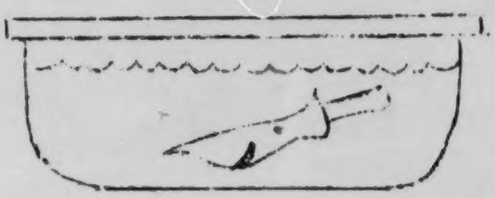

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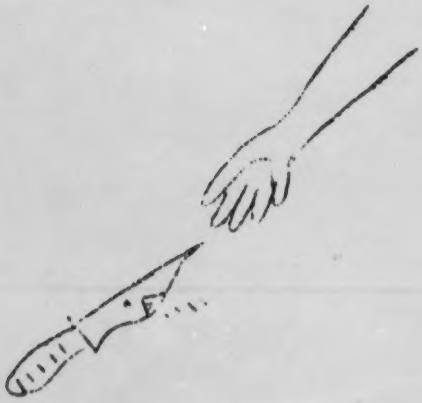

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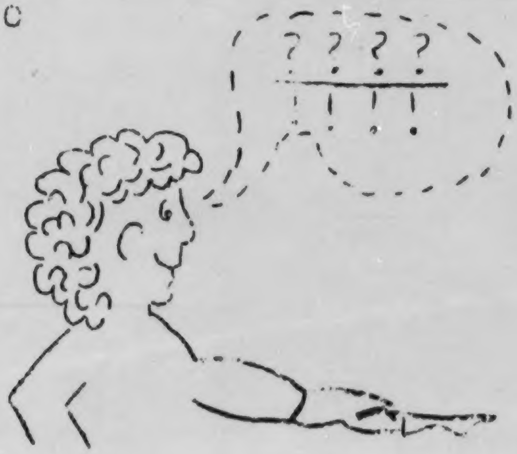


Appendix B
Strategy 6.1.4
Level I

THE DIARY OF A MOD CATERER

TEACHER KEY

Directions: Have learners underline the good grooming habits and circle the poor grooming habits found in The Diary of a Mod Caterer. Have learners complete the diary for Wednesday, March 9. Discuss grooming points covered in the diary.

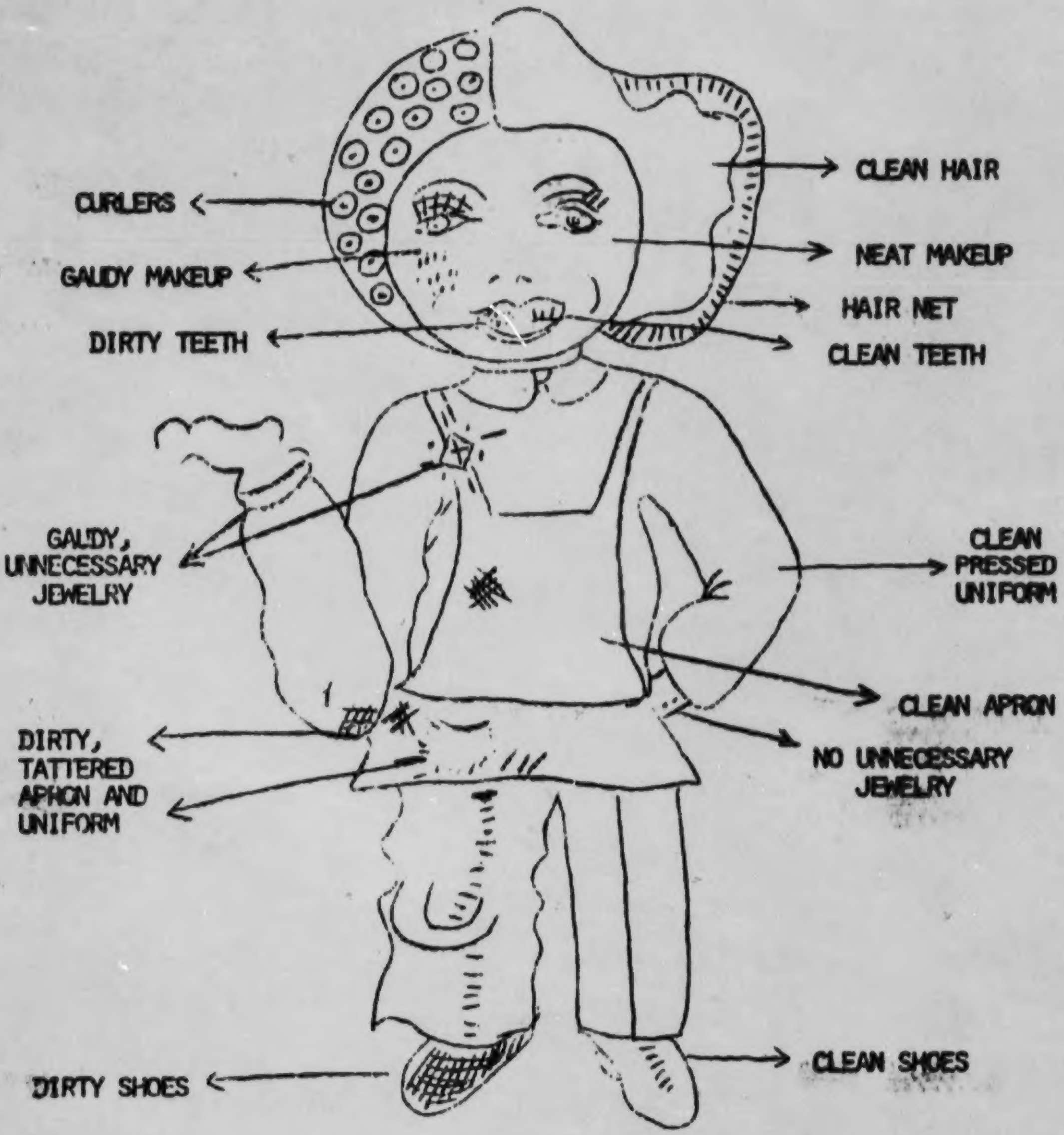
Correct Underlined Responses

deodorant
clean underclothes
no polish
washed hair
hair net
brushed teeth
cleaned shoes
little powder and lipstick

Correct Circled Responses

didn't take a bath
long fingernails
puka necklace
hair should be above collar
wear low heeled shoes--not
  wedge heels
toe socks

A WELL GROOMED CATERER


CURLERS
GAUDY MAKEUP
DIRTY TEETH
GAUDY, UNNECESSARY JEWELRY
DIRTY, TATTERED APRON AND UNIFORM
DIRTY SHOES
CLEAN HAIR
NEAT MAKEUP
HAIR NET
CLEAN TEETH
CLEAN PRESSED UNIFORM
CLEAN APRON
NO UNNECESSARY JEWELRY
CLEAN SHOES

CHOOSING THE PROPER EQUIPMENT FOR THE COOKING JOB

TEACHER KEY

Directions: Use the responses below to determine the correct answers.

Item	Letter	Name
1.	c	French knife
2.	b	butcher knife
3.	a	citrus knife
4.	b	ladle
5.	c	slotted spoon
6.	a	wooden spoon
7.	c	scoop
8.	a	dry (Mary Ann) measuring cup
9.	b	liquid measuring cup
10.	c	double boiler
11.	b	sauté or fry pan
12.	a	sauce pan
13.	a	casserole
14.	c	cookie sheet
15.	b	fondue set
16.	b	utility scissors
17.	a	pastry cutter/blender
18.	c	vegetable peeler

VERSATILE EQUIPMENT LABORATORY IDEAS

Directions: Divide learners into pairs. One learner in each group should complete one of the preparation activities listed below using the same or identical tools, utensils, or equipment.

	Equipment	Preparation 1	Preparation 2
1.	Blender	Make a milk shake	Chop a wedge of cabbage for coleslaw
2.	Double Boiler	Cook hard boiled egg in bottom section	Make a one egg custard
3.	Pressure Cooker	Cook a small portion of stewing beef	Boil a potato
4.	Electric Mixer	Beat an egg	Mix cake mix batter (have group using Bundt pan bake the batter)
5.	Bundt Pan	Make a gelatin mold	Bake cake mix batter (use batter from electric mixer group)
6.	Cookie Cutter	Cut vegetable garnishes	Cut bread shapes

PREVENTIVE MAINTENANCE AND CARE

1. READ OPERATION INSTRUCTIONS.
2. OPERATE EQUIPMENT PROPERLY.
3. USE EQUIPMENT FOR PURPOSE FOR WHICH IT WAS DESIGNED
4. KEEP EQUIPMENT CLEAN AT ALL TIMES.
5. CHECK FOR REPAIRS REGULARLY.
6. MAKE MINOR ADJUSTMENTS.
7. REPORT OUT-OF-ORDER EQUIPMENT.
8. HAVE EQUIPMENT INSPECTED AND SERVICED BY A RELIABLE SERVICE ORGANIZATION.

Appendix B
Multiple
Level I & II

RATING DEVICE FOR FOOD PREPARATION LABORATORY

Directions: Rate each activity 0, 1, or 2. Record the score on each item in the right hand column. Add these values to determine total score.

Activities	0	1	2	Score
Following verbal instructions	Talks while directions are given. Does not listen, does not follow orders.		Listens carefully to directions and follows them. Sometimes takes notes.	___
Planning	Does not make work plan and schedule.		Makes work plan and schedule.	___
Following written directions	Does not understand or follow directions in correct order as given or does not use recipe.		Understands and follows directions as given. Asks questions in case of doubt. Uses recipes when available.	___
Work habits	Has no organization. Careless, spills measured ingredients, forgets what has or has not been added. Does not clean up when finished.		Has work well organized. Careful, precise in measurement; if spilled, remeasures; thorough and accurate. Cleans well when work is completed.	___
Use of equipment	Does not select proper equipment for tasks. Does not make use of time and labor-saving appliances.		Uses proper equipment for tasks. Uses all available appliances such as mixers, disposals, dishwasher. Asks questions about unfamiliar equipment.	___
Group working habits	Does not work together well. Lacks cooperation. Argumentive.		Works well together. Divides work equally.	___

Activities	0	1	2	Score
Need for help	Asks unnecessary questions continuously. Must be told every step.		Works alone. Asks few questions. Knows what to do ahead of time.	____
Control in an emergency	Gets excited when things go wrong. Needs help to take care of situation.		Is level-headed in an emergency. Repairs damage calmly.	____
Safety and sanitation	Is careless in personal habits. Does not follow safety procedures.		Follows both safety and sanitation procedures.	____
Product	Does not meet acceptable standard. Taste not acceptable.		Meets standard for an acceptable or superior product. Tasty.	____
Service of food	Does not serve food attractively. Is not served at proper time or temperature. Does not set table properly.		Serves food attractively. Serves food at proper time or temperature. Sets table properly.	____
Clean up	Does not wash dishes and utensils. Supplies and equipment not returned to proper place. Floors and counters not cleaned. Area not inspected.		Washes dishes and utensils. Supplies and equipment returned to proper place. Cleans floors and counters. Inspects area.	____

Total Score ____

Specific comments on product: ______________________________

____

____

General comments: ______________________________

____

____

Names: ______________________________

____

____

____

Product(s) prepared:

____

____

____

APPETIZERS

SEVEN CLASSIFICATIONS OF APPETIZERS:

1. CANAPES—SMALL BITS OF WELL-SEASONED FOOD SPREAD ON A CRACKER OR FANCY-CUT PIECE OF TOAST.
2. COCKTAILS < FRUIT / SEAFOOD
3. HORS D'OEUVRES—HOT OR COLD BITE SIZE BITS THAT CAN BE EATEN WITH PICKS OR WITH THE FINGERS.
4. DIPS
5. PETIT SALADS
6. RELISHES
7. SOUPS

FOOD PREPARATION TERMS SPELLING AND DEFINITION BEE

Directions:

1. Select appropriate terms from suggested references.
2. Have learners stand in orderly fashion around room.
3. Starting from one end allow each learner to spell and define a term. When a term is missed, this eliminates the learner from the BEE. The learner remaining standing at the end is the winner.
4. If possible, provide suitable prizes or awards to all students.
5. Develop a vocabulary list of those terms which were difficult for the learners and distribute.

PROPER COOKING OF MEAT

Directions: Use demonstration to emphasize the need for proper cooking of meat.

Materials needed:

1 slice meat appropriate for broiling

2 broiler pans

1 heavy saucepan with cover

water

Steps in demonstration:

1. Cut slice of meat in four pieces.
2. Cook meat in the following ways:
    a. broil one piece in oven allowing 2 1/2 minutes per side.
    b. broil one piece in oven allowing 5-10 minutes per side.
    c. bake one piece in oven allowing 2 1/2 minutes per side.
    d. braise one piece 30 minutes.
3. Allow learners to taste and evaluate using Meat evaluation sheet.
4. Use the following topics to compare and discuss the results:
    a. proper cooking methods.
    b. proper temperature.
    c. proper cooking time.
    d. personal preference for doneness.

WHAT'S IN THE GROCERY BAG

Directions: Use the "What's in the Grocery Bag" technique to stimulate interest in vegetable identification and preparation and to develop inquiry skills of learners. Place different vegetables in a large grocery bag. Have learners ask "yes" and "no" questions concerning the vegetables in the bag. As long as the learners receive a "yes" answer they remain in the game; a wrong answer eliminates them from the game.

The learner who receives the most correct answers has the first choice of selecting a vegetable to prepare. Continue to have learners choose vegetables until all vegetables are selected. Learners eliminated from the game should have the last choices.

PREPARING BROWNIES: USE OF INGREDIENTS

TEACHER KEY

Directions: Use activity to emphasize the need for proper use of ingredients and careful measuring of ingredients in preparing desserts and breads.

Materials needed:

3 boxes of brownie mix which requires eggs to be added

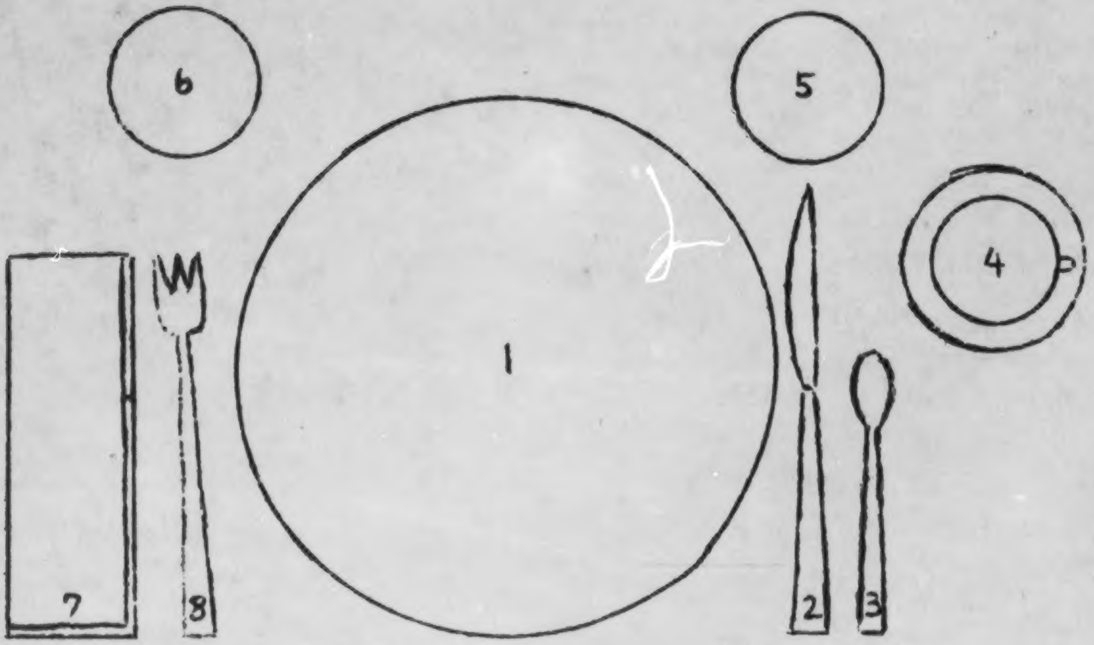
Equipment

Assignment:

1. Divide the learners into three groups.
2. a. Have Group I prepare brownies according to directions on box.
   b. Have Group II prepare brownies according to directions, but double the eggs called for in the recipe.
   c. Have Group III prepare the brownies according to directions, but leave out eggs.
3. Have learners evaluate and discuss results.

Appendix B
Strategy 12.2.3
Level I

DIAGRAM OF A COVER

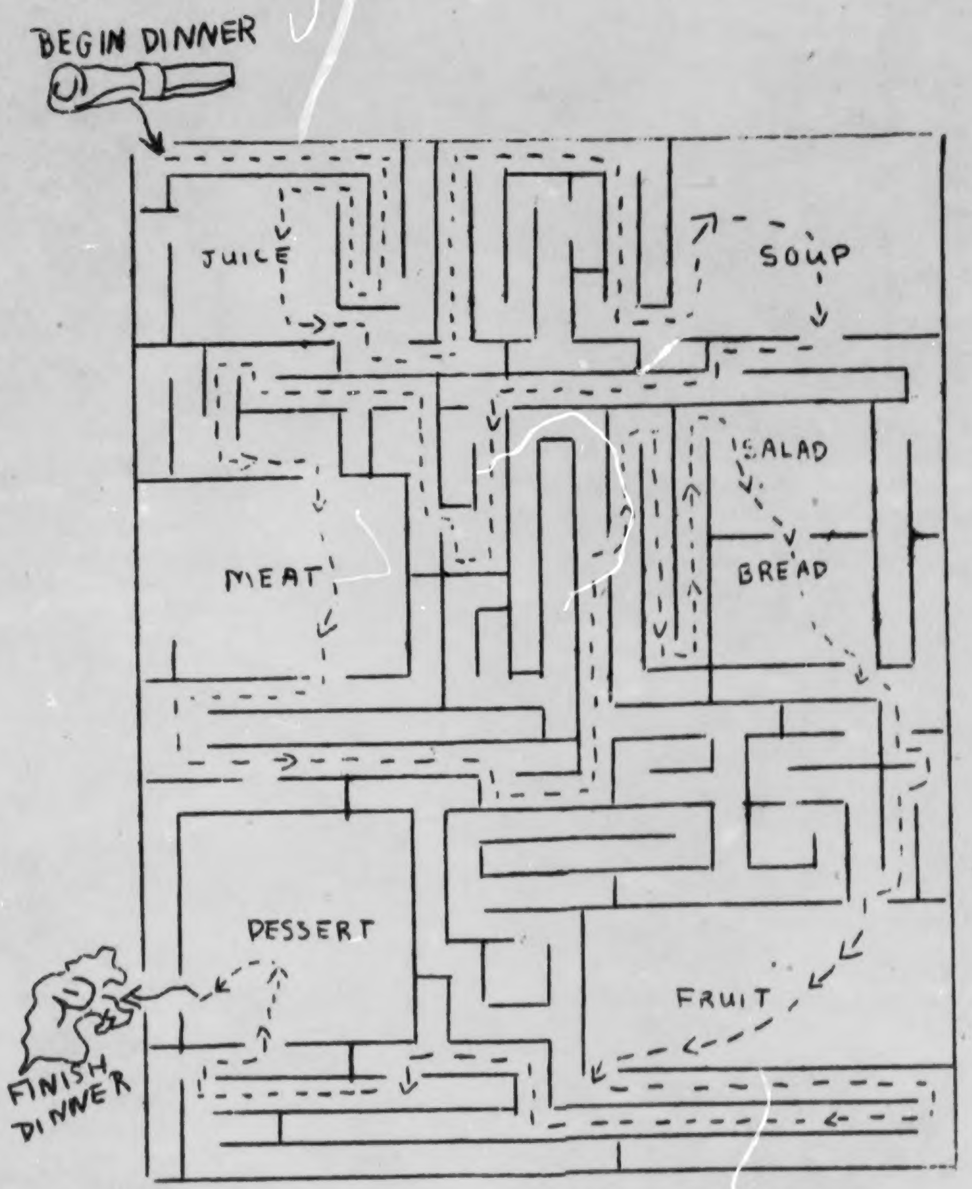


1 - DINNER PLATE
2 - KNIFE
3 - TEASPOON
4 - CUP AND SAUCER
5 - GOBLET
6 - BREAD & BUTTER PLATE
7 - NAPKIN
8 - DINNER FORK

THE MEAL MAZE

TEACHER KEY

Directions: Use the suggested maze as a key to the order of service to be followed.


BEGIN DINNER
JUICE
SOUP
SALAD
BREAD
MEAT
DESSERT
FRUIT
FINISH DINNER

Appendix B
Strategy 12.6.8
Level I

SETTING UP FOR A CATERED AFFAIR

Directions: Assign each learner to one of the groups below. Each group is to select a menu and equipment appropriate for the type of service and group size assigned and set up the tables as they would arrange them for a catered affair meeting the requirements of the assignment.

Assignments:

Group 1 -- American, banquet, or regular service; basic floor plan #1; 10 guests

Group 2 -- American, banquet, or regular service; basic floor plan #2; 15 guests

Group 3 -- French service; basic floor plan #1; 20 guests

Group 4 -- French service; basic floor plan #2; head table; 20 guests

Group 5 -- U-shaped buffet; L-shaped floor plan; bar; 30 guests

Group 6 -- Semicircle buffet; U-shaped floor plan; head table; 20 guests

Group 7 -- Rectangular buffet; American service; basic floor plan #1; 25 guests

Score Sheet

	Poor 1	Fair 2	Good 3
Cover			
Each cover set correctly			
Adequate and appropriate silver, china, glassware used			
Adequate space allowed			
Appointment	▨	▨	▨
Appropriate table appointment			
Attractive and neat appearance			
Floor	▨	▨	▨
Adequate space allowed for ease in movement			
Appropriate location for all tables			
All guests are able to view head table easily			
Buffet (where applicable)	▨	▨	▨
Attractively arranged			
Table appointment and food logically placed			
Time and Ease of Work			
Total Score			

FINAL LABORATORY PROJECT: A CATERED AFFAIR

Directions: Use the topics below as suggested areas which should be planned for in the final laboratory. Those items which have an asterisk beside them are the areas of competency that the learners should have covered through module experiences. The learners should be responsible for planning and implementation in these areas. The teacher may want to be responsible for planning for the other areas.

1. Planning
    a. Publicity
    b. Booking the event
    c. Menu
2. Work schedule and management
3. Market order

*4. Pre-preparation

*5. Safety and sanitation techniques

*6. Food preparation

*7. Arrangement of facilities

8. Decoration/entertainment

*9. Tablesetting and arrangement of foods

*10. Greeting clients

*11. Service of food

*12. Cleanup

13. Follow-up of event

*14. Working relationship

15. Others

LOOKING BACK

Directions: Use "Looking Back" session as a get-acquainted activity. If learners do not know each other, name tags may be used. The number of learners and time allowed for responses to each question may be adjusted according to class size; however, there should be a gradual buildup so that all learners answer the last question. More outgoing and open learners should be selected to answer the first questions.

1. Tell the class about the happiest event in your life (teacher).
2. Tell the class about the funniest event in your life (teacher and one learner).
3. Tell the class about the most enjoyable event you have attended where food was a major part of the activity (teacher and two learners).
4. Tell the class about a food service employment experience at which you felt especially successful (three learners).
5. Tell the class about an event in your life which helped you become interested in food service and/or catering as a career possibility (four learners).
6. Allow each learner to share their past food service employment experiences.
7. Allow learners who did not have a chance to respond to specific questions an opportunity to share interesting experiences.

QUALIFICATIONS FOR BEING A SUCCESSFUL CATERER

A CATERER MUST HAVE:

- BASIC KNOWLEDGE AND SKILL IN FOOD AND BEVERAGE PREPARATION AS WELL AS SERVICE.
- KNOWLEDGE OF BASIC FOOD SERVICE EQUIPMENT, THEIR FUNCTIONS AND CARE.
- CREATIVITY AND KNOWLEDGE OF ART PRINCIPLES.
- BASIC BUSINESS AND MANAGEMENT SKILLS.
- ABILITY TO ESTABLISH AND MAINTAIN GOOD WORKING RELATIONSHIPS WITH EMPLOYEES AND STILL MAINTAIN AUTHORITY AND CONTROL.
- ABILITY TO MIX WELL WITH PEOPLE USING SOCIAL ETIQUETTE.
- PHYSICAL AND MENTAL ABILITY TO PERFORM CATERING TASKS.
- GOOD FINANCIAL STANDING.

Appendix B
Strategy 1.2.1
Level II

THE COOPERATION GAME

Directions: Divide the class into groups of five to play the game. After the game ask the learners to describe their feelings.

Materials

Set of squares and instruction sheet for each five participants

Table for each five participants

Stiff paper

Envelopes

Procedure

1. Before class, prepare a puzzle set for every five learners who will want to participate (see directions below).

2. Begin by asking what cooperation means.

   List on the board some of the requirements for cooperation with a group or class.

   Examples: Everyone has to understand the situation.

   Everyone needs to be helpful.

   Instructions need to be clear.

   Everyone must consider the other people involved as well as being concerned about self.

   Describe the activity as a puzzle that can only be solved by using cooperation.

3. Divide the class into groups of five, and seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope but may not open it until given a signal.

4. Explain the following instructions, and then read aloud the rules.

   INSTRUCTIONS TO BE GIVEN LEARNERS

   Each player has an envelope containing pieces for forming squares. At a signal, everyone open the envelopes. The five people at each table begin trying to make five squares of equal size. The game is complete when everyone has a perfect square of the same size.

Adapted from:
Agency for Instructional Television. Bread & butterflies. Bloomington, Indiana: Author, 1974, p. 103.

RULES

No player may speak.

No player may ask for a card or in any way signal that a card is needed.

Players may give cards to other players.

Monitors may not speak to or signal players.

5. Give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience.

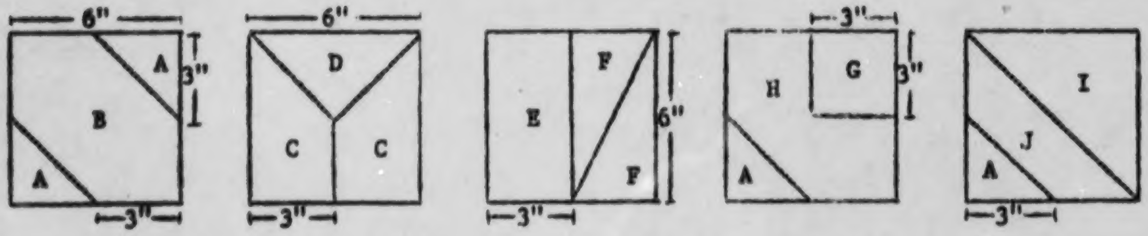
PUZZLE PREPARATION

1. A puzzle set consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. When properly arranged, the pieces will form five 6" x 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size, as shown in the diagram below.

2. Number the five envelopes from 1 through 5. Draw the five 6" squares and their divisions. Lightly pencil in the small letters as noted below. Cut out squares. Cut the fifteen pieces and separate into five groups, each to be placed in an envelope, as follows:

1. e,h,i
2. a,a,a
3. c,d,f
4. b,g,j
5. a,c,f

Erase penciled letters and replace with inked numbers showing in which envelope the pieces belong. Place puzzle pieces in envelopes.



Discussion Questions:

How did it feel to depend on others for the solution to your puzzle?

What is it like to have to give away your puzzle parts to help someone else?

Did you feel ignored when no one noticed your problem?

What action on your part produced the best results? The worst results?

How is this game like cooperation which must take place in this class, or at a catered event?

Appendix B
Strategy 2.2.3
Level II

THE UNSAFE LAB

Directions: Use the suggestions below to arrange unsafe situations in the laboratory. Warn learners to be very careful as they move about the laboratory looking for unsafe procedures or have learners observe from seats.

Sink

1. knife in water with other items
2. tape covering markings on faucets

Range

3. handles turned toward aisles
4. handles turned toward other heating units
5. cloth near or touching burning unit

Cabinets

6. cabinet door ajar in aisle
7. chair below cabinet where high items are stored
8. shelf overstocked with items

Aisles

9. low rolling dolly in passageway
10. spill on floor
11. broom handle protruding
12. cord extending out where it can be stepped on

Countertop

13. knife on counter
14. broken item on top
15. breakable item placed near edge

Floors

16. debris on floor
17. spill on floor
18. mop and bucket out for mopping but area not blocked

Electrical Connection

19. several small appliances and a multiple plug near an outlet (DO NOT PLUG IN OUTLET)
20. frayed cord near outlet (DO NOT PLUG IN OUTLET)
21. electrical panel open

Chemicals

22. cleaning solutions stored near food items
23. pesticide containers left open

Doorways

24. objects in passageway
25. one door locked

Safety and Sanitation Signs

26. covered by some obstruction
27. too small to read even at a short distance

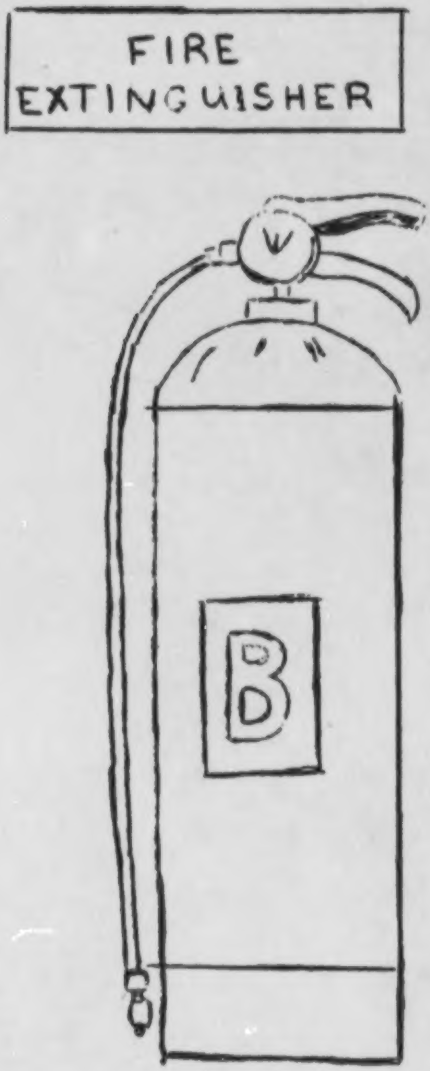
THE FIRE EXTINGUISHER

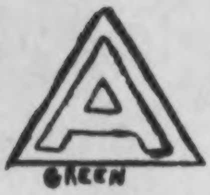
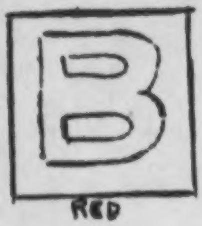
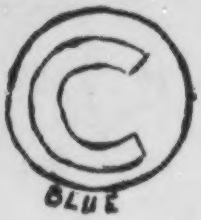
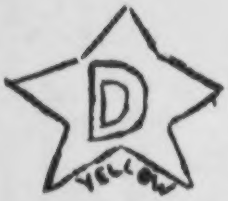
PLACE NEAR FIRE SOURCE.

PLACE TOP BETWEEN 3-1/2 TO 5
FEET ABOVE FLOOR.

LOCATE IN AREA NOT ABOVE 120°F.

INSPECT OFTEN


FIRE
EXTINGUISHER
B

KINDS		CLASS FIRES
	WATER	ORDINARY COMBUSTIBLES: WOOD CLOTH PAPER RUBBER
	DRY CHEMICAL	FLAMMABLE LIQUIDS: GASES GREASES
	DRY CHEMICAL	ELECTRICAL EQUIPMENT: LIVE ELECTRICAL
	DRY POWDER	COMBUSTIBLE METALS: MAGNESIUM SODIUM
ALL PURPOSE		ALL

SANITATION SWEEPSTAKES

Directions: This is a game similiar to Celebrity Sweepstakes on television. Choose seven class members to be the horses, four class members to be the contestants, and one to be the master of ceremonies. The rest of the class will help set the odds.

Materials needed:

Seven dice, one die each

Questions and answers on sanitation

Play money in units of 10

Paper for written answers

To play the game:

The contestants are given fifty dollars in play money. Seven class members are given a die each and assigned to one horse each. The horses are asked a question and asked to write their answers down. Each member will roll the die to determine the odds for each horse (6 to 1, 5 to 1, 4 to 1, 3 to 1, 2 to 1, or 1 to 1). One contestant at a time is asked to bet ten dollars or more on a specific horse having the correct answer. If he bets $10 on a horse having 5 to 1 odds and the horse has written the correct answer the contestant wins $50, if the answer is incorrect he loses $10. If the answer is wrong, the contestant may choose one member of the class not involved directly in the game to answer the question. If correct, he will double the odds and win $100.

Sample questions:

1. What do the initials OSHA stand for?
   Occupational Safety and Health Act.

2. What is the purpose of OSHA?
   It assures safe and healthy working conditions for employees of a business.

3. What are the two main divisions of Health, Education, and Welfare that deal with food sanitation and safety?
   Food and Drug Administration and Public Health Service.

4. Who is responsible for enforcing the health code regulations?
   State and local health departments.

5. How does OSHA affect a catering business?
   If there are one or more employees, the business must comply to standards. The business is subject to inspection and failure to comply will bring a fine for the first offense and a forced closing for the second offense.

6. What are standards for sanitation in food services called?
   Sanitation codes.

7. What tasks do Food and Drug Administration workers perform?
   Inspect food to be shipped interstate, food factories and warehouses; check coloring, labeling, food additives, and chemical sprays.

8. Name the agent that kills microorganisms.
   Germicide.

9. What is the term that means to destroy all living microorganisms?
   Sterline.

10. What is the term that means to destroy disease-producing bacteria?
    Sanitize.

11. What should be done when pests are resistant to commonly used pesticides?
    Secure the service of a professional exterminator.

12. Describe the typical breeding places for cockroaches.
    Warm, dark, and well-protected places.

13. For hot-water sanitizing of articles local health regulations require for them to be immersed in 170°F water for how long?
    Thirty seconds.

14. What must a bacteria have to multiply?
    Food, moisture, and favorable temperature.

15. When holding foods for later use, we should avoid what temperature range?
    45°F to 140°F.

16. Disease is most commonly transmitted from a food handler by what source?
    Unwashed hands.

17. When should we wash cutting boards?
    After each use.

18. Is it a safe practice to keep hot foods warm on the back of a range while they are being held for service?
    No.

19. What should the worker do before using a new pesticide?
    Read the label.

20. Is it acceptable to store cleaning supplies in the storeroom with food supplies?
    No.

21. What is the first step to use in cleaning dirty utensils?
    Scraping or preflushing, and soaking if needed.

22. What is the typical breeding place for flies?
    Moist, decaying organic materials.

23. There is a local catering establishment with six (6) regular employees, would they be covered by OSHA code regulations? Why?
    Yes. If there are one or more employees, the business must comply to standards.

24. A local catering establishment has been cited for failure to comply with OSHA regulations for the first time, will the business be fined? Why?
    Yes. First offenses to OSHA will be fined.

25. Sally's Catering Service has been cited for failure to comply to OSHA regulations for the second offense. The inspector orders force closing, is this lawfull?
    Yes.

FACTORS WHICH SHOULD BE CONSIDERED BEFORE A MENU IS PLANNED

PATRONS

OCCASION

SERVING TIME

SIZE AND SKILL OF FOOD PREPARATION STAFF

SIZE AND KIND OF KITCHEN FACILITIES AND EQUIPMENT

AVAILABILITY OF FOOD

SALES VOLUME

COST AND PROFITABILITY

WHAT COMPETITION IS OFFERING

SIZE AND SKILL OF SERVICE STAFF

Appendix B
Strategy 3.1.9
Level II

TRADITIONAL FOOD MATCHES

Directions: Read each of the foods below leaving out the blank words and let learners suggest the items they are reminded of as an appropriate food combination. Follow by having learners suggest more original combinations.

What are you reminded of when I say:

	Key
1. Lettuce and ______________.	tomatoes
2. Mashed potatoes and ______________.	gravy
3. Peanut butter and ______________.	jelly
4. Macaroni and ______________.	cheese
5. Beans and ______________.	franks
6. Soup and ______________.	sandwiches
7. Ice cream and ______________.	cake
8. Chili and ______________.	beans
9. Ham and cheese on ______________.	rye
10. Apple pie and ______________.	cheese or ice cream
11. Bacon and ______________.	eggs
12. Cabbage and ______________.	corn beef
13. Turkey and ______________.	dressing

BASIC MENU PLANNING PRINCIPLES

VARIETY

COLOR

FLAVOR

TEXTURE

FORM OR SHAPE

TEMPERATURE

BALANCE

Directions: Use the suggestions below as discussion and demonstration points to accompany the transparency presentation.

Variety

1. Use pictures to show examples of menus which lack variety (i.e. all the foods prepared in similar manner, all food of one texture, same food prepared by different methods).
2. Emphasize methods used to achieve variety such as (a) use different preparation methods, (b) use different methods of service, (c) serve a different food, and (d) use garnishes to add variety.
3. Have learners use additional pictures or reorganize menu patterns to add variety.

Color

1. Show pictures of a meal of very similar color.
2. Emphasize that color is a key factor in stimulating appetite.
3. Discuss the psychological effect that color can have on food. (Illustrate by coloring a common food an unusual color: blue chicken sauce, purple lemon chiffon pie).

Flavor

1. Discuss taste as it relates to smell, individual differences, concentration and combination of flavors and how they affect taste, and tactile response to taste.
2. Demonstrate the ability to taste different items by:
    a. placing a drop of lemon juice (sour) on the middle of tongue and at other locations to compare intensity.
    b. tasting an extremely sweet or salty concentration.
    c. biting an uncrisp cracker.
3. Discuss the effect that a burnt food odor or too salty food might have on guests' enjoyment of the entire meal.

Texture

1. Discuss need for a variety of textures and consistencies in a meal.
2. Emphasize that at least one food should be chewy, other items should be hard, crisp, and/or soft.
3. Give examples of good and poor combinations of foods.

Form and Shape

1. Use models or actual foods to show examples of flat, uninteresting meals.
2. Have learners use shaped foods to improve appearance of the meal.

Temperature

1. Emphasize that usually at least one hot and one cold food is included in a meal and that hot foods should be served hot and cold foods should be served cold.
2. Discuss what effect serving food at the wrong temperature may have on the enjoyment of the food. Discuss how serving food at a nontraditional temperature may add interest to a meal (i.e. vichyssoise).

Balance

Discuss the importance of following a meal plan such as the Basic Four Food Groups.

TWO BASIC MENU LAYOUTS

À LA CARTE/STANDARD—EACH FOOD IS PRICED SEPARATELY

GRAND TIER CATERING

À LA CARTE MENU

APPETIZERS	
CHEESE PUFFS	1.00 DOZ.
COCKTAIL MEAT BALLS	2.00 DOZ.
EGG ROLLS	2.00 DOZ.
BACON AND CHEESE CANAPES	2.50 DOZ.
ANCHOVY CANAPES	3.25 DOZ.
CLAM DIP	1.50 PINT
MINT CHEESE DIP	1.25 PINT
CHICKEN LIVER PÂTÉ	3.00 PINT
VEGETABLE RELISH TRAY	5.00 EACH

BEVERAGES	
FRUIT PUNCH	3.00 GAL.
FRUIT PUNCH WITH FRUITS	5.00 GAL.
WINE PUNCH	5.00 GAL.
CHAMPAGNE PUNCH	7.50 GAL.
COFFEE	2.00 GAL.

TABLE D'HÔTE—COMPLETE MEAL AT SET PRICE

HOSPITALITY CATERERS

TABLE D'HÔTE MENU

CHILDREN PLEASERS

FRANKFURTERS IN BUNS
CARROTS AND CELERY
NIBBLERS
FRUITED JELLO
(2.50 EACH)

FRANKFURTERS ROLLED IN CORNFLAKE CRUMBS
SERVED ON A STICK
TOASTED BUNS
CHEESE BOATS
VEGETABLE RELISH TRAY
ASSORTED ICE CREAM BALLS
(3.50 EACH)

LUNCHEONS

CHICKEN SALAD AND CHEESE
ON LETTUCE BED
ASPARAGUS SPEARS
ASSORTED ROLLS
COFFEE TEA
(3.50 EACH)

CHILLED CONSOMME
COLD ROAST BEEF SLICES
ASSORTED BREADS
HOME MADE DRESSING
STRING BEANS ALMONDINE
CHOCOLATE MOUSSE
COFFEE TEA
(5.50 EACH)

MENU BOOKLET SCORE SHEET

Directions: Rate the booklets from 1 to 3 (1 being low and 3 being high) according to menu planning and writing principles using the following points.

	Rating
Menus nutritionally balanced (when appropriate)	
Appetite appeal Variety and balance in color, texture, flavor, temperature, etc.	
Practicality Cost, facilities, preparation ease and time, etc.	
Client appeal	
Booklet attractiveness	
Practicality of use and storage	
Organization	
Neatness	
Total	

GOOD FOOD PURCHASING

- PREPARE MENUS AND PURCHASE FOOD AS NEEDED.
- ESTABLISH A BUYING SCHEDULE.
- COMPARE PRICES FROM COMPETING FIRMS.
- PURCHASE FROM A WHOLESALE HOUSE WHEN POSSIBLE.
- BUY AMOUNT NEEDED.
- BUY QUALITY FOODS.
- PURCHASE FOODS IN SEASON OR THAT ARE READILY AVAILABLE.
- MAKE RECORDS OF COST AND KEEP ON HAND WITH SALES SLIP.

THE PRICING GAMES

Directions: Use the game formats below to allow learners to guess the prices of different items. To add interest, the winners can be awarded some token. If possible, play enough rounds to allow all learners an opportunity to win.

The Grocery Game

Materials Needed:

Fifteen or more common food items of different prices which have been purchased in a local market.

Adding machine, calculator, or learner writing on chalkboard.

How to Play:

1. Line five items in a row with prices concealed under the bottom.

2. Have a learner attempt to select items whose cost is within a $.75 range of $3.00 without going over. For example, if the five items were priced:

(1) $.75
(2) $.25
(3) $1.00
(4) $.50
(5) $.60

The learner may buy the $1.00, $.75, and the $.60 items without going over $3.00. (The range may be changed according to the prices of items available.)

Let's Make a Deal: Variation 1

Materials Needed:

Ten or more common food items which can be purchased in a local store.

How to Play:

1. Select two learners to play against each other.

2. Have each learner to price the item. The learner who comes nearest the price without going over is the winner.

Let's Make a Deal: Variation 2

Materials Needed:

Five or more pairs of food items which can be purchased in a local store. The items should be the same kind of food but a different size, brand, or package.

How to Play:

1. Divide learners into small teams and award each team five points.
2. Have each team record the best buy from each pair of items.
3. A team loses a point for each wrong answer, but may withdraw from the game at any point and retain all points it has at that time.
4. Reveal the correct answer for each pair one at a time. Allow the teams an opportunity to withdraw after each answer is revealed.
5. The team with the most points at the end of the game is the winner.

Appendix B
Strategy 3.7.3
Level II

FOOD PURCHASING REPORTS

Directions: Assign learners to research and report on one of the suggested food groups. Points to be covered in the reports are listed below.

Food Groups

1. Fresh fruits and vegetables
2. Processed fruits and vegetables
3. Milk, butter, and other dairy products
4. Baked goods and cereal products
5. Fish and shellfish
6. Poultry and eggs
7. Beef and veal
8. Pork and pork products
9. Lamb and other variety meats
10. Coffee, tea, and other beverages
11. General gorceries (staples, spices, incidentals)
12. Specialty items (caviar, game, etc.)

Discussion Points

1. Kinds
2. Characteristics of the product packaging
3. Grades, sizes, standards
4. Availability

SITUATIONS FOR PURCHASING

Directions: Have learners form small groups. Give each group one of the following examples. Have groups decide what foods are to be purchased and what quantity is to be purchased with consideration of cost per guest.

1. Catered event: Johnny's first birthday

   Number of guests: 10

   Menu: Ice Cream
   Birthday Cake
   Fruit Punch

   Cost per guest: $1.00

2. Catered event: Mary's bridal tea

   Number of guests: 20

   Menu: Fruit Bowl
   Country Ham Biscuits
   Vegetable Dip Fondue
   Coffee and Tea

   Cost per guest: $4.50

3. Catered event: Ned and Louise's 50th anniversary party

   Number of guests: 150

   Menu: Cheese Straws Salted Peanuts
   Cream Mints
   Anniversary Cake
   Lime Ice Punch

   Cost per guest: $2.00

STANDARD RECIPE CARD

Code ____________

Recipe for ____

Serving size ______________________ Number of servings ___________________

Ingredient	Amount	Cost/Unit	Cost/Serving

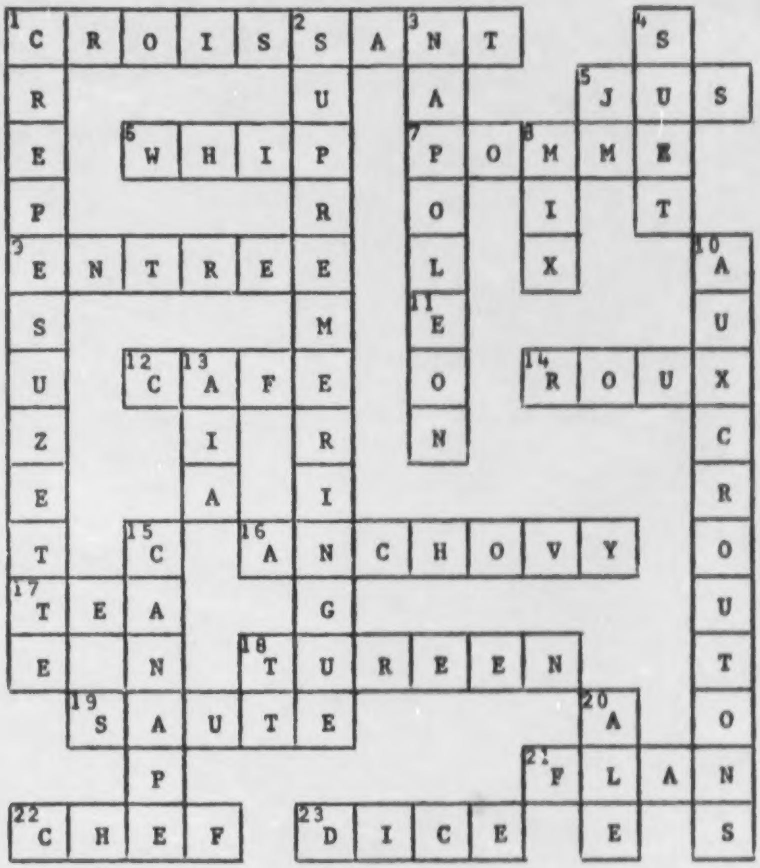
Total cost per serving	
Number of servings	
Total cost per meal	

Appendix B
Strategy 3.12.5
Level II

SPECIALTY FOOD PREPARATION TERMS

TEACHER KEY

Directions: Use the following keyed puzzle to correct the Specialty Food Preparation Terms crossword puzzle.



1 C	R	O	I	S	2 S	A	3 N	T			4 S	
R					U		A			5 J	U	S
E		6 W	H	I	P		7 P	O	8 M	M	E	
P					R		O		I		T	
9 E	N	T	R	E	E		L		X			10 A
S					M		11 E					U
U		12 C	13 A	F	E		O		14 R	O	U	X
Z			I		R		N					C
E			A		I							R
T		15 C		16 A	N	C	H	O	V	Y		O
17 T	E	A			G							U
E		N		18 T	U	R	E	E	N			T
	19 S	A	U	T	E					20 A		O
		P							21 F	L	A	N
22 C	H	E	F		23 D	I	C	E		E		S

EQUIPMENT DESCRIPTION GAME

Directions: Collect a wide range of unusual utensils and equipment which may be used in preparing specialty dishes. Pictures may be used if items are not available. (See below for suggestions.)

Materials Needed:

Unusual specialty equipment (see list).

A card with written name and description of each piece of equipment used.

How to Play:

1. Have three learners volunteer to be the first equipment describers.
2. Select one of the pieces of equipment.
3. Give one of the equipment describers the correct name and description of the item. Instruct the other two equipment describers to make up a "phony" (false but believable) name and description for the item.
4. The item is shown to the players and each equipment describer tells them about the item.
5. Have players number their paper according to the number of rounds to be played (to be determined by the number of pieces of equipment to be identified). As soon as the player decides which describer is telling the truth, the player should write the name of the describer on the paper and raise his/her hand. The first three players to get the correct description become the describers for the next round. Have all players mark off the answer from the previous round.
6. Repeat until all items are identified.

Suggested Specialty Equipment:

- Vegetable steamer
- Wok
- Fish poacher
- Au gratin dish
- Wire whip
- Egg slicer
- Bread hook
- Crêpe pan
- Rose pin
- Pastry bag
- Pâté form
- Electric cookie gun
- Lemon-lime squeezer
- Steak marker
- Pie and cake marker
- Pastry tube
- Lobster crack
- Chop holders or frills
- Steak molds
- Butter cutter

Appendix B
Strategy 3.13.3
Level II

EQUIPMENT-PIK-A-PAK

Directions: Use the following information to make up packages of materials on pieces of equipment that are often used in gourmet and specialty cooking. The materials in the learner section should be duplicated and placed in an Equipment-Pik-A-Pak box (any box labeled properly). Page A-98 which gives the general directions should be included in all Paks.

Materials to include in the Equipment-Pik-A-Pak box:

Specific piece of equipment
Related individual learning package (see Appendix, pp. A-99 to A-114)
Description of equipment location (see item 2 in learner's pak)
Equipment manual or recipe booklet (if available)

The following pieces of equipment have been included in the Equipment-Pik-A-Pak lessons: crêpe pan, pâté form, molds, electric cookie gun, and chafing dish. If any piece of equipment is not available in the laboratory, other materials should be included in an Equipment-Pik-A-Pak box.

You will need to complete item 2 in each Pak by describing the exact location of the piece of equipment. If the equipment is not needed for other class activities, the item may be placed in the Equipment-Pik-A-Pak rather than having learners locate it in the laboratory.

Ingredients to prepare the items assigned in the paks should be available to the learners. The Pak calls for making a half recipe of each item. You may want to adjust this requirement according to your class situation. Learners may also be assigned to work in pairs for this activity.

A posttest and key are provided for each Pak. The learners should be allowed to take the test when they feel they have mastered the content. Some learners may decide to take the test before attempting the Pak. If the learner is not able to answer all questions, the package activities should be carried out by the learner and the test repeated. The test should be answered on a blank sheet of paper.

Test Keys:

	Crêpe Pan	Pâté Form	Molds	Electric Cookie Gun	Chafing Dish
1.	false	true	true	false	true
2.	false	true	true	false	true
3.	false	true	false	true	false
4.	true	true	true	true	true
5.	true	true	false	true	true
6.	true	false	true	false	true
7.	true		true	true	
8.	true		true		
9.	false				
10.	false				
11.	true				

Crêpe Test

Directions: Number from 1 to 11 on your own paper. Read each statement written below. Write either True or False for each of the statements.

1. A crêpe is a pancake.
2. Crêpe pans should be filled half full of batter before cooking.
3. Crêpes are composed of unusual ingredients.
4. Crêpes are usually filled and covered with a sauce.
5. Crêpe pans are cleaned by wiping after usage and oiled.
6. Crêpe pans should not be used for cooking other things.
7. A crêpe pan has a curved bottom.
8. Crêpes should be cooked over medium heat.
9. Each crêpe should be kept separated with wax paper before freezing.
10. Crêpe pans should be washed occasionally with low phosphate detergents.
11. A famous kind of crêpes is the crêpe suzette.

Pâté Form Test

Directions: Number from 1 to 6 on your own paper. Read each statement written below. Write either True or False for each of the statements.

1. A pâté is a meat paste, firmly packed.
2. A pâté form is a straight-sided dish that has a removable bottom.
3. Pâté should be weighted down immediately after being removed from the oven.
4. Pâté may be baked in aspic or crusts.
5. The most common pâté recipe calls for liver.
6. Pâté should be served immediately after cooking.

Molds Test

Directions: Number from 1 to 8 on your own paper. Read each statement written below. Write either True or False for each of the statements.

1. Equipment used to shape foods are called molds.
2. Ice creams and puddings may be shaped in molds.
3. Foods prepared in molds may be unmolded by setting in a pan of hot water for several minutes.
4. Lining molds with foil strips aid in unmolding.
5. Foods must have a gelatin base to be molded.
6. Some molds can be frozen.
7. Molds should be washed and dried thoroughly.
8. The main purpose for using molds is to add eye appeal or unusual shape to food.

Electric Cookie Gun Test

Directions: Number from 1 to 7 on your own paper. Read each statement written below. Write either True or False for each of the statements.

1. The only disadvantage of using a cookie gun is that it makes only one design.
2. Only cookies can be made with the cookie gun.
3. The cookie gun is quicker and easier to use than any other cookie shaping method.
4. Cucumbers and celery may be stuffed with the cookie gun.
5. Cookie guns should be disassembled before cleaning.
6. Even a careless person can use the electric cookie gun with success.
7. The cookie gun is especially suited for use by the caterer because of the uniformity of designs which can be achieved.

Chafing Dish Test

Directions: Number from 1 to 6 on your own paper. Read each statement written below. Write either True or False for each of the statements.

1. A fondue pot is a kind of chafing dish.
2. Food served in a chafing dish will always be warm.
3. Chafing dishes are never washed, only wiped clean and stored.
4. Most foods served in a sauce may be used in the chafing dish.
5. Foods requiring a long time to cook are usually pre-cooked and placed in the chafing dish.
6. Cheese dishes are often prepared in the chafing dish.

SPECIALITY MEATS DISCUSSION OUTLINE

Directions: Use the outline to lead learners in discussing ways to prepare and serve meats to make them specialty items.

I. What are some types of meats that are associated with special occasions?

   A. Standing rib roast

   B. Prime rib roast

   C. Lobsters

   D. Rack of lamb

   E. Turkey

   F. Etc.

II. What are some of the techniques used to give meats a special flair?

   A. Add a sauce

      1. Beef stroganoff

      2. Chicken divan

      3. Chicken a'la king

   B. Stuff vegetables with different meats

      1. Stuffed cabbage

      2. Stuffed green peppers

   C. Stuff with dressing or other filling

      1. Beef rouladen

      2. Stuffed breast of veal

      3. Veal cutlet cordon bleu

      4. Baked stuffed pork chops

   D. Decorate the meat

      1. Frenched lamb chop with paper frill

      2. Beef or lamb patties with bacon border

E. Add a fancy coating

1. Veal birds

2. Crabmeat imperial

F. Add special seasoning or flavors

1. Beef a'la Bourguignonne (wine)

2. Boiled lamb with dill sauce

3. Chicken paprika

G. Use a unique cooking technique

1. Beef tenderloin en brochette

2. Steamed oysters

H. Shape in different form

1. City chicken (breaded veal or pork on a skewer)

2. Ham croquettes

3. Mock duck (made from shoulder of lamb)

I. Serve with elaborate accompaniment

1. Baked ham and asparagus mornay

2. Fried chicken served with creamed onions

J. Carve from large cooked meat in front of guest

1. Roast leg of veal

2. Prime rib roast

III. How might meat be served to add a flair?

A. Serve in fancy dishes

Coquilles St. Jacques Mornay

B. Serve in natural shell

Lobster thermidor

C. Serve flaming

TELEPHONE RULES THAT LEAD TO INCREASED BUSINESS

- BE ACCESSABLE TO THE TELEPHONE.
- KEEP PENCIL AND PAPER BY THE TELEPHONE.
- ANSWER IN A PLEASANT AND CLEAR VOICE.
- BE COURTEOUS.
- GIVE ATTENTION TO THE CALLER.
- BE SURE TO MENTION SPECIALS.
- REPEAT ORDER BEFORE HANGING UP.
- THANK THE CALLER.

SALESMANSHIP

Directions: Use the following suggestions when trying to "sale" a prospective client.

Part I

1. Know the product.
2. Know the client.
3. Know what the competition has to offer.
4. Know your presentation and materials.
5. Know possible problem areas.
6. Have a conversation piece.
7. Have a specialty.

Part II

1. Be friendly.
2. Be businesslike.
3. Be flexible.

TEACHING ART DESIGN AND PRINCIPLES FOR THE CATERER

Directions: The following content gives suggestions for points which may be covered during the transparency presentation. The content should be adapted for different level learners.

Introduction

One of the most important qualifications of a successful caterer is creative ability. The customer often pays not so much for food offered as for uniqueness, attractiveness, and individuality. The successful caterer needs skill in being able to arrange and prepare food and facilities so that they are pleasing, appealing, and functional; yet, they must also be somewhat out of the ordinary.

In creating pleasing designs, the principles of balance, emphasis, rhythm, and proportion explain why some combinations of space, form, line, and texture seem to work better and to look better than others. The caterer uses these principles in creating pleasing design in food, facilities, and decorations. The following transparencies and discussion points will illustrate a few of the ways caterers use these principles in their work.

Balance

Balance is defined as equilibrium or being equal.

Balance is commonly classified in three types:

Symmetrical - used in formal arrangements. It is achieved when one side of something is identical to the other side. (The first drawing illustrates two candles of equal size.)

Asymmetrical - used in informal balances. It results when the visual weights of objects are equivalent but not identical. (The second drawing illustrates how a caterer may use candles of different sizes to achieve this principle.)

Radial - used when all parts of a composition are balanced and repeated around the center. (A fan or accordian design for a centerpiece is illustrated here.)

Emphasis

Emphasis suggests giving proper significance to each part or calling more attention to the important parts. Without emphasis objects would be very monotonous. This is especially true of rooms and decoration. (Two birthday cakes are used to illustrate the effect of emphasis. The one on the left has the message, "Happy Birthday Sue," emphasized. The one on the right has emphasis on the flowers.)

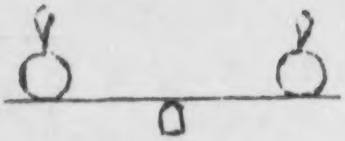
Rhythm

Rhythm is defined as continuity, recurrence, or organized movement. It is used to tie objects together and also to imply gaiety, aliveness, and movement. Alternation, repetition, and progression are different forms of rhythm. Too little use of these forms in design can cause confusion (The drawings suggest the use of rhythm by the caterer in table setting, in placing silver for a buffet and in the arrangement of beverage glasses.)

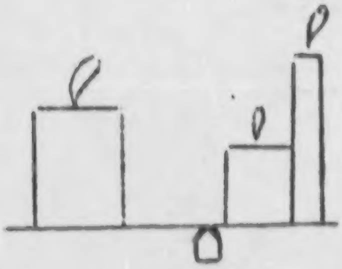
Proportion

Proportion is related to the size of things. It is defined as the relation of one part to another part or to the whole. (The caterer may use this principle when creating attractive ways to fold napkins.)

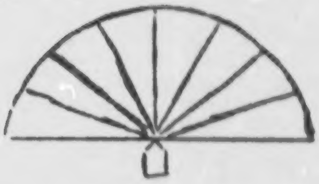
BALANCE



SYMMETRICAL



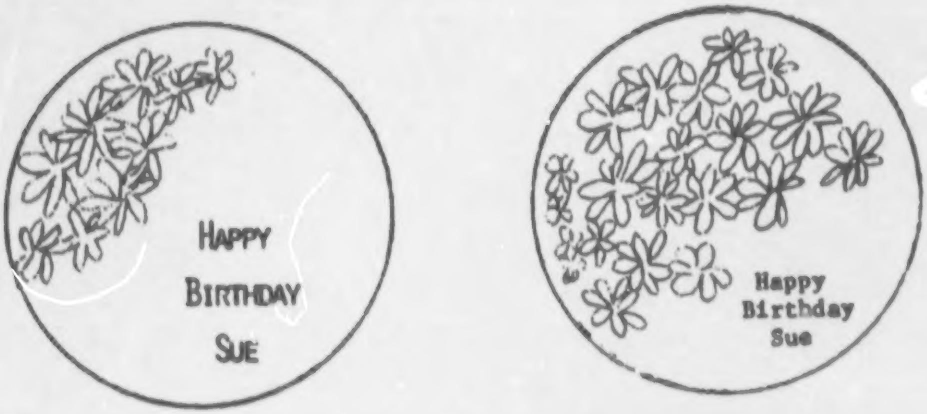
ASYMMETRICAL



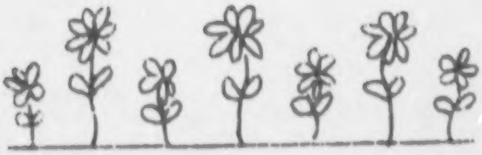
RADIAL

TEACHING ART DESIGN AND PRINCIPLES FOR THE CATERER (CONT'D)

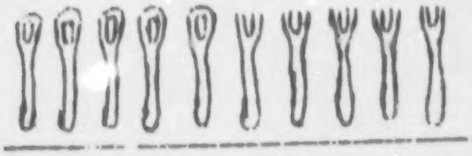
EMPHASIS


HAPPY
BIRTHDAY
SUE
Happy
Birthday
Sue

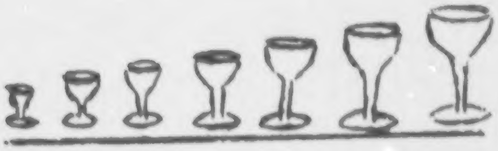
RHYTHM



ALTERNATION

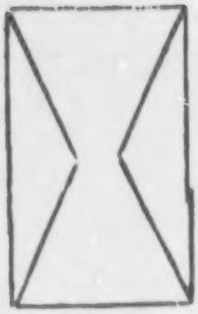


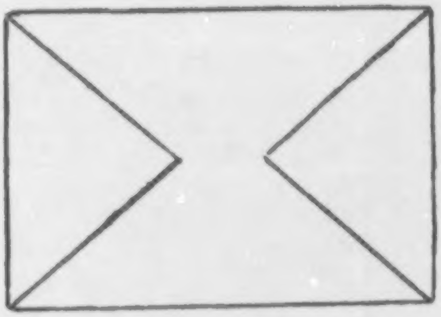
REPETITION

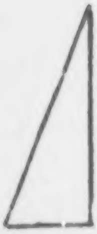


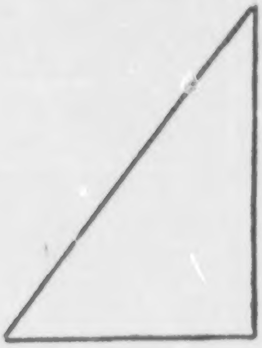
PROGRESSION

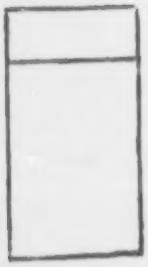
PROPORTION

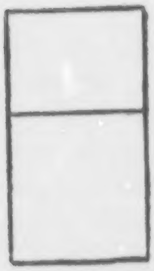










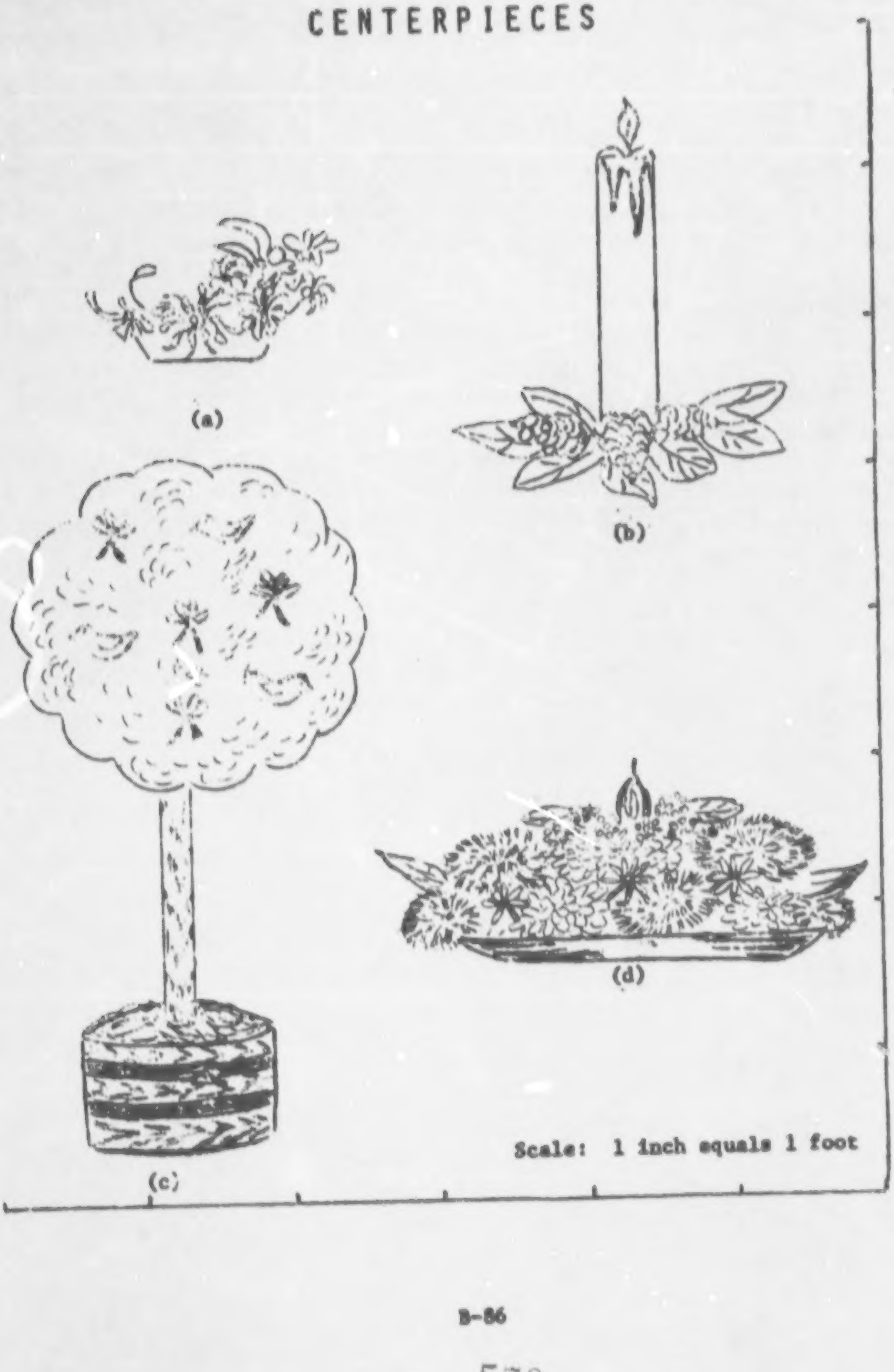


Appendix B
Strategy 5.2.3
Level II

LET CREATIVITY SET THE THEME OF THE CATERED EVENT

CATERED EVENT	SUGGESTED THEME	REASON FOR CHOICE

CENTERPIECES



Scale: 1 inch equals 1 foot

KEY

Centerpiece (a) is approximately one foot tall and one and a half feet wide. This arrangement would be appropriate for a small table.

Arrangement (b) is approximately two and a half feet tall and two feet wide. This arrangement would not be suitable for placement in the center of the table; however, it might be used at the end of a table or as a buffet centerpiece.

Arrangement (c) is approximately five feet tall and two feet wide. This arrangement would not be suitable for a centerpiece.

Centerpiece (d) is approximately one and a fourth feet tall and three and a half feet wide. This arrangement would be appropriate for a large banquet table.

CREATIVE FOOD PREPARATION SCORE SHEET

Directions: Rate each item using the possible score as the maximum score to be awarded.

	Possible	Score
1. Color combination varied and pleasing	10	
2. Flavor	10	
3. Texture interesting	10	
4. Ingredients combination interesting (5) spices appropriate (5)	10	
5. Recipe simplicity (2) clarity (4) completness (2) standard format followed (2)	10	
6. Cooking method appropriate	10	
7. Overall appearance	20	
8. Imagination	20	
Total	100	

PUT IT ALL TOGETHER

Directions: Construct Put it all together playing cards by duplicating as many copies as needed so that each two learners will have a set between them. Paste on stiff backing and cut apart into cards. The object of the game is to choose appropriate colors, centerpieces, and music to suit the occasion according to the client's wishes. Learners should be instructed to base matches on traditional choices usually made by clients. For example, orange and black would be the obvious color match for a Halloween party.

Instructions for playing:

1. Each player is dealt the same number of cards (an uneven number). The remaining cards will be placed between players.
2. The first player draws one card from the deck, then discards (face up beside the deck) the extra card from the hand or the card which was drawn.
3. The next player must then either draw a card from the deck or pick up the other person's discard, then discard again. If any card below the top card on the discard pile is picked up, every card above it must also be picked up.
4. The player matching all cards in the hand, calls "Put It All Together." However, the player having the most sets wins. (Four cards make a set.)
5. The teacher's key will show suggested matches. In case of a dispute over choices, the player with the suggested match will be considered the winner.

Suggested matches:

	Occasion	Color	Centerpiece	Music
1.	Birthday Party for Teenage Boy	Blue and Green	Model Sports Car Cake	Rock
2.	Birthday Party for 10 Year Old Girl	Pink and White	Stuffed Animal	Mary Poppins Soundtrack
3.	50th Anniversary Party	Gold and White	Candles and Roses in Gold Containers	Nostalgia Music
4.	Adult Christmas Party	Red and Green	Poinsettia Arrangements	Soft Dinner Music
5.	After Football Social	School Colors	Football and Pom Poms	School Songs Pep Songs Rock
6.	Fourth of July Party	Red, White and Blue	Small Flags	Patriotic

PUT IT ALL TOGETHER (Cont'd)

OCCASION A CUSTOMER IS PLANNING A BIRTHDAY PARTY FOR TEENAGE BOY.	OCCASION A CUSTOMER IS PLANNING A BIRTHDAY PARTY FOR 10 YEAR OLD GIRL.	OCCASION A COUPLE IS HAVING A 50TH ANNIVERSARY PARTY.
OCCASION A GROUP OF ADULTS IS HAVING A CHRISTMAS PARTY.	OCCASION A GROUP IS HAVING AN AFTER FOOTBALL SOCIAL.	OCCASION THE NEIGHBORHOOD IS HAVING A FOURTH OF JULY PARTY.

PUT IT ALL TOGETHER (Cont'd)

DECORATION COLORS BLUE AND GREEN	DECORATION COLORS PINK AND WHITE	DECORATION COLORS GOLD AND WHITE
DECORATION COLORS RED AND GREEN	DECORATION COLORS SCHOOL COLORS	DECORATION COLORS RED, WHITE AND BLUE

CENTERPIECE MODEL SPORTS CAR CAKE	CENTERPIECE STUFFED ANIMAL	CENTERPIECE CANDLES AND ROSES IN GOLD CONTAINERS
CENTERPIECE POINSETTIA ARRANGEMENTS	CENTERPIECE FOOTBALL AND POM POMS	CENTERPIECE SMALL FLAGS

Appendix B
Strategy 5.7.1
Level II

MUSIC ROCK	MUSIC MARY POPPINS SOUNDTRACK	MUSIC NOSTALGIA MUSIC
MUSIC SOFT DINNER MUSIC	MUSIC SCHOOL SONGS PEP SONGS ROCK	MUSIC PATRIOTIC

PROCEDURE FOR MAKING A WORK SHEET

- List all jobs and divide them into work units. Consult resource material such as recipes to aid in determining time allotments.

- Assign a job per person, who will be responsible for completing it. A worker may help others, if necessary. Plan for relief shifts.

- Organize kitchen work in units setting a standard plan, comprising of a range, salad, and pastry units. Each worker should be assigned to a specific unit.

- Use shortcuts when possible but do not take away from the quality of the product.

- Plan a time schedule which the worker can be expected to complete on time, allowing time for preparation, portioning, attractive finishing and garnishing, as well as clean up.

- State specifically in each work schedule the amount of food to be prepared, the exact recipe to be used, the size of servings, the time allotment, and other instructions.

YOUR DAY AT COURT

Directions: For each of the court cases below choose enough learners for the parts to be role played in class. In addition, choose a judge, a baliff, 12 members of the jury, a defence attorney, and a prosecuting attorney. Some learners may desire to bring in a subpoenaed resource person to state their case such as an OSHA representative or a sanitation inspector.

Characters: Joe, Sally, a witness representing each item brought out in court (8).

Case: Sally Gonzales vs. Joe's Catering Services

Background Information:

Sally worked for Joe for a period of one year. She was a responsible worker and she drew what she felt was a fair salary. One day she ran into a buddy of hers who was also working with a caterer across town. The friend told her of his salary and many fringe benefits. Sally was surprised to find out that Social Security was being taken out of the buddy's check along with State and Federal tax. She confronted her employer with her findings. Joe refused to pay Social Security on her, saying she would take home less pay in the long run. The case eventually goes to court where other problems for Joe arose. Joe's policies concerning the items below were also brought out during the trial:

Social Security payments
Unemployment insurance
State and Federal taxes
Workman's compensation
Accident insurance
Minimum wage control
Fair labor standards
State and Federal safety controls

Appendix B
8.1.1, 8.1.2
Level II

FINAL CATERED AFFAIR PROJECT

Directions: The objective of the final catered foods laboratory project is for the learners to plan and carry out a catered function which culminates and summarizes as many of the module experiences as possible. It is suggested that two activities be planned. The first activity should be an on-premise catered affair. The same or similar experiences should be repeated at an off-premise catered affair. The final project should be scheduled over a period of time so that the learners will have an opportunity not only to prepare and serve the food, but they will also be responsible for planning of the events.

The following organizational plan may be used; however, specific division of responsibilities will be determined by the class size and duties may be rearranged as needed. Learners should be assigned different tasks to perform in the preparation of the off-premise catered affair than those carried out for the on-premise catered affair. All groups should be instructed to pass in to the teacher a detailed plan of action with accompanying materials that will be used. For example, the Head Caterer should pass in proposed work sheets, the Publicity Caterer should pass in copies of ads, and the Business Caterer should turn in menus for approval.

Head Caterer(s)

1. Coordinate all activities.
2. Contact prospective clients.
3. Book the catered event.
4. Develop master work sheet, requisitions, etc.
5. Keep workers motivated and productive.
6. Supervise portion control.
7. Supervise meal service.
8. Follow-up the catered event.

Business Caterer(s)

1. Provide contract and determine cost based on menu and other services desired by the client.
2. Budget available funds and allocate to different groups.
3. Develop various menus for presentation to client. Give to Publicity Caterers and Preparation Caterers.
4. Write the purchasing order based on orders from other caterers.
5. Rent or arrange to borrow specialty items.

6. Buy groceries and supplies.

7. Distribute the groceries and supplies.

8. Collect money and give customer receipt.

Publicity Caterer(s)

1. Develop advertisement to secure prospective clients.

2. Advertise the event through the media (if the client wishes).

3. Prepare menu, table setting, decoration, etc. booklet for use by Head Caterer in booking the event.

4. Write follow-up article of event for the newspaper.

Preparation Caterer(s)

1. Locate recipes based on menu provided by Business Caterers.

2. Complete food requisitions and give to Business Caterers.

3. Prepare the food.

    a. Entree Cook(s) - Prepare the entrees.

    b. Side Dish Cook(s) - Prepare side dishes.

    c. Bread/Beverage Cook(s) - Prepare bread and beverages.

    d. Salad Cook(s) - Prepare appetizers, garnishes, salads.

    e. Dessert Cook(s) - Prepare desserts.

4. Clean own area.

5. Store food and supplies.

Decoration/Entertainment/Service Caterer(s)

1. Plan and obtain or construct all decorations.

2. Arrange centerpieces.

3. Arrange for entertainment (if appropriate for catered event).

4. Arrange facilities.

5. Arrange for linen, china, etc.

6. Give rental needs to Business Caterers.

7. Give supplies requisition to Business Caterers.

8. Serve the meal.

9. Clean dining area and store supplies.

Clean-up, Sanitation, and Safety Caterer(s)

1. Supervise workers for adherence to safety and sanitation regulations.

2. Assist Preparation Caterers in keeping area orderly during preparation.

3. Clear tables after meal.

4. Wash dishes.

5. Arrange for transportation of food.

6. Transport food.

7. Assist Preparation Caterers in storing or disposing of items returned to laboratory.

8. Clean off-premise facilities and leave in order.

Special Materials Needed:

Head Caterer(s): contracts (prepared by Business Caterer), menu booklet (prepared by Publicity Caterers), various work sheets and requisitions.

Business Caterer(s): cookbooks, money from client, receipts.

Publicity Caterer(s): loose leaf notebook; pictures.

Decoration/Entertainment/Service Caterer(s): art supplies, flowers, etc.; music, recorder player; linen, table appointment, other equipment.

Preparation Caterer(s): recipes and ingredients (from Business Caterers).